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This collection of papers provides a kind of handbook for academic librarians who are preparing to serve as library consultants in foreign countries. The papers describe challenges facing the American librarian working with and adjusting to foreign cultures. The papers include (1) "On Getting Ready for an Overseas Library Assignment" by Thomas R. Buckman, (2) "Afghanistan: Libraries and Librarianship" by Neva L. White, (3) "The Literary Tradition" by James A. McCain, (4) "Land-Grant College Libraries in the Moslem World" by Wayne R. Collings, (5) "Pressures on the Consultant" by G.A. Rudolph, and (6) "International Dimensions of Librarianship Influencing Libraries in the United States" by Marietta Daniels Shepard. A list of participants in the conference is provided. (CC)

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Academic Librarianship In The International Milieu

ACADEMIC LIBRARIANSHIP
IN THE INTERNATIONAL MILIEU

The proceedings of a conference for academic librarians
at Manhattan, Kansas on Saturday, 14 October 1967.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Kansas State University Library
Manhattan, Kansas, 1968.

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INTRODUCTION

The idea of a Kansas conference for academic librarians grew out of the desire to provide a day of stimulating intellectual contacts for librarians of the region. There was also the wish to encourage a number of individuals to experience the discipline of preparing and presenting a formal paper - an exercise too often avoided by the practicing librarian.

The theme of the conference was selected in the face of persistent demands for library consultants from the land-grant universities. When such calls come most librarians find themselves unprepared. There is the rush to scan the literature followed by hurried communications with anyone who might have had consulting experience.

The papers presented here provide a kind of handbook for the librarian who is about to go on his first overseas consulting assignment. Thomas Buckman, Director of Libraries, University of Kansas, presents first his advice and discussion of what to read and how to get ready to accept a new culture. Neva White, Librarian, Preparations Division, Kansas State University Libraries, follows with an entertaining description of what happens when an American woman establishes a university library in Afghanistan.

President James A. McCain spoke to conference participants during the luncheon. His challenge to librarians to man the barricades against the deterioration of the literary tradition in American education, is timely and pertinent to the theme of the conference.

Wayne Collings, Librarian, East Campus Library, University of Nebraska, having had the advantage of assignments in both Turkey and Egypt, recounts his contrasting experiences in these two countries. G. A. Rudolph, Associate Director, Kansas State University Libraries, presents first a theoretical essay on the pressures to which any consultant might be subjected. This is followed by a narrative of his often harrowing experiences as a library consultant in Peru.

Finally, and by way of summarizing the conference, Marietta Daniels Shepard, Associate Librarian, Pan American Union, and certainly dean of international librarianship, presents her account of the dimensions of international librarianship as they influence libraries in the United States.

Richard A. Farley

GETTING READY FOR AN OVERSEAS LIBRARY ASSIGNMENT:

An Introduction and A Sampler

THOMAS R. BUCKMAN

UNIVERSITY OF KANSAS

Samuel Johnson reputedly said that all foreigners are fools. If we were to allow that statement to stand, the business of this conference might very quickly be concluded. However, we live in quite a different world than Samuel Johnson did, one in which such superior isolation is impossible. We ought to remind ourselves frequently that five-sixths of the people of the world do not read, speak, or understand any of the three traditional western languages of scholarship and of university library acquisition programs: English, French and German, and that of every ten people of the world only one makes regular use of English.

Further, and we hardly need to be reminded of the fact, we live in a world full of hostile and explosive forces. Starvation, poverty, nationalism, power politics, ideologies, armament races, overpopulation, ignorance, and disease describe some of the conditions that generate these forces. The problems they create crowd in upon us. We can't shut them out excepting at great peril to ourselves and to all peoples. They stir our conscience, and threaten our way of life.

We as college and university librarians have great faith in information as a method of combatting these conditions, and a particular confidence in the printed word as a means of alleviating them. We have two major goals as I see it. One is to introduce the international dimension into our educational system at all levels: in the universities, colleges, secondary and lower schools and into adult education and the public awareness generally toward the ends that we shall develop new knowledge about the world, greater competence in handling it, in education, government, and the professions and in all our relationships with foreign countries, and that we encourage greater awareness and concern with international affairs among school children and citizens not yet directly involved on the international scene.

Our second goal is to bring to bear all the resources we have available to us in the library and information fields on the problems of national development abroad, and on the somewhat simpler ones of international information transfer among all nations whether they be developing countries or more advanced industrial nations. More specifically, we hope that we can help in acceptable ways to build strong systems of libraries and national bibliographical services in the new nations which will serve their educational and developmental needs and will provide, as a by-product, the capacity in these countries for the organization and dissemination of knowledge needed internationally. Well developed and effective arrangements, which encourage authorship, publishing, book distribution, libraries, and bibliographical organization strengthen any nation domestically and in its communication with the rest of the world. And so this second goal, overseas book and library development, serves in vital ways both the new nations themselves and the world at large.

As I have indicated, the aims of international education at home and overseas library development are closely related. An exploration of the ways in which they mutually support each other, or should in the future, could be the subject of an entire conference like this one, or indeed of several lengthy studies. Hopefully within the next few years we will begin to tackle these problems together and coordinate our efforts in this broad field, with substantial federal support. Much has already been done, but the major attack on these problems is yet to come.

One of the useful patterns in the past in overseas development has been the placement on request of American library consultants in library systems abroad. It is this aspect we are here to examine today. The experience of American overseas consultants has been at once rewarding and frustrating, at once productive of fruitful and lasting results, and in other cases productive of very little depending on the skill of the consultants and the inherent possibilities of the local situation. If nothing else, these consultantships have revealed the magnitude and complexity of the problems faced by many academic libraries abroad. In some respects they differ only in degree from our own, and in others the roots are found in completely different cultural and philosophical attitudes which may at first be incomprehensible to us.

I am convinced that the success of a consultant overseas, in large part, depends on his sensitivity to cultural differences, his awareness of himself in a different cultural milieu, and his reaction to what may appear, from our point of view, to be completely wrong-headed ways of doing things. My view of sensitivity is not that it be sentimental, in fact it should be basically tenacious and tough-minded, but at the same time perceptive and responsive to different cultural values. To my way of thinking this kind of sensitivity is of primary importance, although it must, of course, be combined with sound professional knowledge. At the same time we must understand that our professional knowledge, however well established here, is not an immutable good. In other contexts, it may require considerable modification if it is to be of any use at all. In other words it must be tempered by local needs.

We should be even more aware of the principle that we accept here without question, namely that the library is not an end in itself. It has a definite sociological and institutional setting which in powerful ways control whatever you try to do with it. It cannot be improved in isolation. Its development must go hand in hand with the development of educational policies and teaching methods which are oriented toward library use. Ultimately, of course, overseas library development is dependent on national economic development and priorities, in a situation where resources are severely limited.

The overseas library consultant therefore, should take the trouble to inform himself as thoroughly as possible in some of these important areas well before his departure from the United States. One of the ways of doing this is to practice what we preach: simply, to read. Read widely, thoughtfully, and systematically on the history and culture of the country or region which you are to visit. It seems almost too obvious, but all too frequently it doesn't happen in the haste and the pleasant anticipation of going abroad. But this is a serious business and requires your best effort to understand ahead of time what you will be facing. Your overseas experience will be much more rewarding and your expectations more realistic if you take time to read and reflect.

Having said that I now want to suggest a number of books which I have found useful. The short list of titles which I will discuss is not meant to be comprehensive but merely suggestive of three lines of inquiry of inescapable importance.

The first is designed to help us break out of our cultural shell and to begin to understand other societies and cultures in their own terms.

The second proposes to give us a better comprehension of the broader questions of educational development as well as a glimpse of the work of the technical assistance expert.

The third focuses on our immediate concerns as librarians in an overseas environment.

In the first category, I would recommend, Edward T. Hall's The Silent Language. Hall is an anthropologist at the University of Chicago, and is especially concerned in this book with the overseas American and his frequent failure to understand the importance of non-verbal communication. A grasp of non-verbal language is, in his view, just as important as formal training in the language, history, government, and customs of another nation. Most Americans, he says, are only dimly aware of this silent language even though they use it every day. They are not conscious of the elaborate patterning of behavior which prescribes our handling of time, our spatial relationships, our attitudes towards works, play, and learning. In addition to what we say with our verbal language we are constantly communicating our real feelings in our silent language, the language of behavior. Sometimes this is correctly interpreted by other nationalities but more often it is not. Difficulties in intercultural communication are seldom seen for what they are. When it becomes apparent to people of different countries that they are not understanding one another, each tends to blame it on "those foreigners," on their stupidity, deceit, or craziness. Hall gives examples, and I will mention just two of these, which illuminate some of these cross-cultural cross-purposes at their most poignant:

> Despite a host of favorable auspices an American mission in Greece was having great difficulty working out an agreement with Greek officials. Efforts to negotiate met with resistance and suspicion on the part of the Greeks. The Americans were unable to conclude the agreements needed to start new projects. Upon later examination of this exasperating situation two unsuspected reasons were found for the stalemate: First, Americans pride themselves on being outspoken and forthright. These qualities are regarded as a liability by the Greeks. They are taken to indicate a lack of finesse which the Greeks deplore. The American directness immediately prejudiced the Greeks. Second, when the Americans arranged meetings with the Greeks

> they tried to limit the length of the meetings and to reach agreements on general principles first, delegating the drafting of details to subcommittees. The Greeks regarded this practice as a device to pull the wool over their eyes. The Greek practice is to work out details in front of all concerned and continue meetings for as long as necessary. The result of this misunderstanding was a series of unproductive meetings with each side deploring the other's behavior.

Here is another example:

> In the Middle East, Americans usually have a difficult time with the Arabs. I remember an American agriculturalist who went to Egypt to teach modern agricultural methods to the Egyptian farmers. At one point in his work he asked his interpreter to ask a farmer how much he expected his field to yield that year. The farmer responded by becoming very excited and angry. In an obvious attempt to soften the reply the interpreter said, "He says he doesn't know". The American realized that something had gone wrong, but he had no way of knowing what. Later, I learned that the Arabs regard anyone who tries to look into the future as slightly insane. When the American asked him about his future yield, the Egyptian was highly insulted since he thought the American considered him crazy. To the Arab only God knows the future and it is presumptuous even to talk about it.

Hall's purpose in this book is twofold. First, he wants to plant the idea, by giving many interesting examples such as these, that what passes as ordinary acceptable American behavior is often interpreted by foreigners in a way that distorts our true sentiments or our intentions. Secondly, he constructs a method of analyzing cultural differences which is applicable at home as well as abroad. The Silent Language is readily available in a paper edition and shouldn't be missed if you are interested in what makes another culture function and how you yourself will function within it. More recently Edward T. Hall has published another book, equally intriguing, called The Hidden Dimension, on the use and concepts of space in different cultures and how they affect human feelings and effectiveness. The book is pertinent not only to cultural interactions but might be useful to our profession in the planning of library buildings.

We can also learn about cultural differences by observing and talking with foreigners who come to the United States. A good example of this approach is a book by a social psychiatrist, Bryant M. Wedge, who has worked with the State Department in arranging visits for foreign leaders and specialists. He offers the results of his experience in a revealing book entitled Visitors to the United States and How They See Us. It is used in State Department training programs, and is also available in the trade.

Another recent book which puts us in perspective is Among the Anti-Americans, by Thomas B. Morgan, a magazine writer and editor who spent six months traveling around the world attempting to define anti-Americanism. This is an interesting and intelligent book, if not particularly profound. The author concludes:

> With all this, anti-Americanism remains one of those abstractions on which politics thrive--one of the symbols in Walter Lippmann's phrase, "by which public feeling is for the moment contained." It is a means to various ends. Probe for the motives of anti-Americans and you are (or, at least, I was) confronted by the chaos of the human condition. I asked hundreds of people how they felt about us and why. Many replied in terms of self-interest. Some explained by telling me their life history. Opinions flowed on geo-political strategy, and the limits of love. There was a Japanese girl who just kissed me...What one learns is that the way people see us largely depends on the way they see themselves. And the way I see them...suggests that anti-Americanism is not all bad.

Finally there is a very provocative essay by the Ceylonese scholar, Ananda K. Coomaraswamy called the Bugbear of Literacy in a little volume with the same title first published in London more than 20 years ago, which sharply challenges our fond notion that reading is an unqualified good. Coomaraswamy maintains convincingly that there is no necessary connection of literacy with culture, and that to impose our literacy upon a culture of illiterate people is to destroy their culture in the name of our own. His pungent remarks must give us pause in our missionary zeal. Here I'm quoting from Coomaraswamy,

> The purpose of your educational activities abroad is to assimilate our pupils to your own ways of thinking and living. It is not easy for any foreign teacher to acknowledge Ruskin's truth, that there is one way only to help others, and that is, not to train them in one's own way of living (however bigoted our faith in it may be), but to find out what they have been trying to do, and were doing before we came, and if possible, help them to do it better. Some Jesuit missionaries in China are actually sent to remote villages and required to earn their living there by the practice of an indigenous craft for at least two years before they are allowed to teach at all. Some such condition as this ought to be imposed upon all foreign teachers, whether in mission or government schools. How dare you forget that you are dealing with peoples "whose intellectual interests are the same from the top of the cultural structure to the bottom" (he is speaking here of a culture that has an oral tradition rather than one which relies on printed sources), and for whom your unfortunate distinctions of religious from secular learning, fine from applied art, and significance from use have not yet been made? When you have introduced these distinctions and have divided an "educated" from a still "illiterate" class it is to the latter that we must turn if we want to study the language, the poetry, and the whole culture of these peoples.

Then he goes on to say,

> My real concern is with the fallacy involved in the attachment of an absolute value to literacy, and the very dangerous consequences that are involved in the setting up of "literacy" as the standard by which to measure the cultures of unlettered peoples. Your blind faith in literacy not only obscures for us the significance of other skills, so that you care not under what sub-human conditions a man may have to earn his living, if only he can read, no matter what, in his hours of leisure; it is also one of the fundamental grounds of inter-racial prejudice and becomes a prime factor in the spiritual impoverishment of all the "backward" people whom you propose to "civilize".

We may reply that the new countries of the world themselves, insist on the spread of literacy and the drive towards industrialization, and that inevitably, regrettable though it may be, the old cultures must die and that perhaps a new kind of tribal culture through electronic communication may supersede the older ones, as McLuan has predicted, leaving the remnants of them only as a kind of dead backwash in the libraries and museums where they will be of interest only to a few scholars and antiquarians. We would be inclined to agree with Coomaraswamy that the new electronic culture will be superficial. He would undoubtedly snort in derision at the New Yorker cartoon showing a teen-age boy earnestly lecturing his incredulous father in the family library:

> You see Dad, Professor McLuan says the environment man creates becomes his medium for defining his role in it. The invention of type created linear, or sequential, thought, separating thought from action. Now, with TV and folk singing, thought and action are closer and social involvement is greater. We again live in a village. Get it?

If all that is true, what then is the future role of books and libraries abroad or even here for that matter? I won't try to answer that question but it is worth pondering.

Now, if you are tired of all this speculation and want to learn something of the practical effects of emerging from an old culture and trying to adapt to a new one, go back to a book, an excellent African novel by the Nigerian author, Chinua Achebe, entitled No Longer at Ease, which tells the story of a young, educated African civil servant tragically caught up in the cross currents of a changing world. His great misfortune is that he is forced to accept a bribe, and this leads me to the next category of books and in particular to a readable group of essays under the title Development Economics and Administration by Professor Sune Carlson, of Uppsala University in Sweden. These have been published in English. One of them is a carefully reasoned study of the motivations and economic effects of bribery that Achebe describes in very human terms. Carlson's essay on this practice, not at all uncommon in many developing countries, has the attractive title "On Apples and Serpents. Comments on the Economic Theory of Corruption." Others, written in a personal style and of special interest to librarians in the international field, are "On Being an International Civil Servant," and "The Function of the Technical Assistance Expert."

Of considerably more substance are two books by noted authorities on educational development abroad, Adam Curle's Educational Strategy for Developing Societies, and Eric Ashby's African Universities and Western Tradition. Curle writes of the urgencies and dilemmas of educational development. He shows, for example, how the population explosion may effectively prevent any development at all. He says that most people are, of course, agreed that the underdeveloped world is a threat to the stability and a challenge to the conscience of the richer nations. But many believe that the quarter measures applied at largo tempo will suffice both to ease the problem and to salve our guilt. This is not the case. One reason is this stark fact of the population explosion. The greatest obstacle to an amelioration of conditions in underdeveloped areas is the apparently inevitable population growth during the Demographic Transition. This is the transition from a high birth and high death rate culture with a low standard of living to one having a low birth and death rate and a relatively high standard of living. If these countries cannot increase the means of subsistence rapidly and if they must wait for the slow diffusion of cultural and moral values to establish motives for the control of the birth rate there is little chance that many of these countries can ever achieve this Demographic Transition. The population growth absorbs all increased production and the inevitable result will be more people living in ignorance and misery.

And elsewhere he speaks of how the usefulness of university trained people is impeded by the social structure or by their own attitudes. And he tells a story from Africa which is particularly apt:

> A further impediment to the effectiveness of the educated group originates in its social background. Although a man may feel emancipated after obtaining a degree, his family is apt not to share his sentiments. He has become an important man, he is earning an excellent salary as a civil servant or a university teacher: he is therefore in a splendid position to further the interests of his kin. It is a sad fact that the calls upon the time and the purse of the African academics are such as to slow down to a mere trickle the productiveness of the keenest and most brilliant. I recall once meeting a colleague (at an African university) who looked extremely exhausted. I asked him what was wrong and he replied, between exasperation and amusement, that he had driven 300 miles the previous night. He had been summoned as an educated and important man to advise on what should be done about a sick relative: he had simply said "Send him to a hospital." Everyone had agreed that this was a wise decision, and he had then driven back to the university.

This problem is also illustrated in some of the new African novels, particularly the one I mentioned by Chinua Achebe.

Eric Ashby also deals with the isolation of the African university graduate but his main thesis is that traditional British higher education does not serve Africa well and that there is needed something approximating the American land grant college or university. Adam Curle would answer that what is needed is expansion of secondary vocational education in many of the developing countries. There has been an overemphasis on elementary education and higher education to the point where skilled university people, professionals, doctors, engineers, and others simply do not have the non-professional assistants, as we would call them, to make their work effective.

Ashby describes the dilemmas of African higher education and also adds something to our understanding of the distance of the African intellectual from his society:

> For an African the impact of a university education is something inconceivable to a European. It separates him from his family and his village (though he will, with intense feeling and loyalty, return regularly to his home and accept what are often crushing family responsibilities). It obliges him to live in a Western way whether he likes to or not. It stretches his nerve between two spiritual worlds, two systems of ethics, two horizons of thought. In his hands he holds the terrifying instrument of Western civilization: the instrument which created Jefferson's speeches, the philosophy of Marx, the mathematics and chemistry of atomic destruction. His problem is how to apply this instrument to the welfare of his own people. But he has no opportunity to reflect on this problem. For one thing, the gap between himself and his people is very great. Moreover his degree carries him into a bewildering current of social mobility. Some of his primeval responsibilities to a traditional society remain. At the same time new "Western" responsibilities pile upon his desk, of the kind which an equivalent graduate in Europe might not get until after twenty years' of experience. He has no adequate supporting staff. His days are filled by the pressing and daunting problems of mere survival in Western society. In the United Nations, in the markets of the world, at conference tables, it is the African graduate who carries on his shoulders the destiny of his continent. The university is the nursery where he is nurtured and where his ideas are shaped... Yet, although they are "the heart of the nation," the universities and their graduates are isolated from the life of the common people in a way which has had no parallel in England since the middle ages. This is the peculiar dilemma of the African university.

Both of these are excellent and thoughtful books and I would say essential for anyone going to Africa and certainly useful in viewing the problems of education in most of the developing countries.

In conclusion there are four books specifically concerning libraries with which the American consultants ought to be familiar. Indeed Lester Asheim's book on Librarianship in the Developing Countries ought to be read and reread as a kind of fine distillation of the acids and salts of overseas librarianship with an occasional glimmer of bright metal. He is not always encouraging but he is realistic and he recognizes that the problems also suggest opportunities. One of his final points supports the contention that changes for the better ultimately must come from outside the library. "In other countries, as here,"Asheim writes, "the real need may be to educate the top administrators who make the decisions rather than those at the middle level who merely carry them out. On the library scene we have concentrated pretty much on the librarians, providing study grants, and observation tours, offering consultation and advice within the library, sending an expert to set up and organize the library itself. But it is the ministers of education, the chancellors of universities, and, the directors of the budget who will determine in what direction libraries will go, and how much support they will receive. Until they understand the function of the library as an educational institution, until they recognize that organized information is a national resource, and until they accept librarianship as a profession essential to the nation's welfare, most of our effort will be wasted."

A volume of working papers edited by George S. Bonn on Library Education and Training in Developing Countries, is perhaps the only book which provides such a broad survey of overseas library education and contains so much detailed information on the subject conveniently collected in one place.

A third book in this group is J. Periam Danton's, Book Selection and Collections: A Comparison of German and American University Libraries. Admittedly it does not deal with the developing countries, but still it is relevant because it makes such a strong and persuasive statement in favor of the centralized library, as opposed to a multiplicity of uncoordinated smaller libraries within a university. In many countries chaotically decentralized university library systems, if we dare use that word, hamper and defeat the aims of higher education. They make convenient access nearly impossible and they are costly in monetary terms. And yet, they remain firmly entrenched. Danton's analysis of the pros and cons of centralization versus decentralization ought to be at the fingertips of every overseas library consultant and should be widely translated.

But now, to refresh your spirit and set before you the ideals of international librarianship, I would like to quote from Raynard Swank's essay, which should be read in its entirety, on the exportable elements of the American library philosophy. The essay appeared in the proceedings of the Cornell Library Conference a few years ago.

> These then are the international values that I perceive in American librarianship. They are the qualities that enrich our international library relations. Libraries are books organized for effective use, and a strong library profession is necessary for their organization. A distinctive trait of this profession is the devotion to service, the attitude of helpfulness to all readers. Indeed, libraries teach. They are educational institutions, and they may secure for all readers their individual freedom of inquiry. As agencies for the organization of knowledge they constitute in modern society a cultural resource that is vital to the welfare of nations. These are ideas that foreign librarians may learn from American librarianship and that may exert an influence for good in the affairs of the world. These values define, of course, our own domestic library goals. They are not for export only. Indeed we offer nothing that has not finally been achieved at home.

We have made progress, but it should be candidly made clear both at home and abroad that the long road is still ahead for librarians everywhere before any of these goals are reached. There may be no such thing as reaching them. No organization of books is ever perfect. Education is never complete. And there will always be people who seek to coerce the minds of others. We offer only to share with others our experience thus far, to help them when we can and to enlist their help in the continuing pursuit of values that we believe are good for everybody.

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APPENDIX

QUESTION:

Tom, against the excellent background of your theory, philosophy and extremely helpful insights, I wish you would take a few minutes to tell us about the practical situation now. I think all age levels and everybody in this room will be interested in hearing you say now, in practical terms, Who are going abroad? Where are they going? Are the programs growing or receding? What are people sent abroad to do? More literally, are they sent abroad to build buildings, to develop book collections, or what? And who is promoting this? Is it being handled straight out of Washington, or is it being handled out of ALA headquarters in Chicago? These are the types of things on top of those you have just been telling us about that we are interested in.

ANSWER:

That's a pretty tall order. I could talk for another hour on that. It would probably turn out to be two or three hours because it would probably be a rather rambling presentation, but I can make some points here. Of course we're going to be talking about these things all day long. Marietta Daniels Shepard has many important views of these matters and will be answering some of your questions tonight I think. But I would say, first of all, that the overseas library development is rather uncoordinated and underfinanced at the moment. Some initiatives have been taken in Washington just recently looking toward exchange of information and coordination of activities. This looks very hopeful. But the funding is still a major question. The foundations have not so far supported national plans of library development. You might correct me if I'm wrong, but I know of no such broad foundation of support. Of course, in Nigeria the Ford Foundation did establish a national library, but generally the foundations support mission-oriented projects. They will take an interest in a whole university or in a particular development project in a country. The library aspect of it they recognize as being needed, but it's just a part of a larger project. This has been their usual approach.

We have hoped that the President's interest in international education might be translated into more effective means of aiding educational development abroad and in library development, but the International Education Act as it was written focused primarily on domestic international education in our own institutions. Secondly, it has failed completely to secure any funding from the Congress. I had occasion to talk with someone in the Department of Health, Education, and Welfare just the other day about this. He has been intimately concerned with the International Education Act and was very discouraged about the future of it.

Unfortunately, we seem to be in a kind of neo-isolationist period right now. It's a little bit hard to define. I don't know how long its going to last, but there may be a pause in our international involvement and commitments. But ultimately, as I tried to indicate at the beginning of the paper, we cannot avoid this issue. We avoid it only at our own peril. We must know more about other countries. In other words, we must develop international education from top to bottom in our educational system. And likewise, the other side of the coin is educational development abroad. International information transfer is essential to this. It seems to me that our knowledge of a foreign area is to a large degree a function of that area's capacity to produce knowledge within its own borders, to organize that knowledge, and to disseminate it. It's simply the other side of the coin.

Now this is all rather cosmic, but as far as the actual consultantships in the next few years I think they will continue to be as they have been in the past: pretty much on an individual basis. When Ford needs a consultant, they'll ask appropriate people in the profession to make recommendations, and someone will be selected and go over and do that little part of the job. There will be more Fulbright Consultants, and AID will be sending people over. I should mention too, and get a plug in here for, the new International Relations Office of ALA in Washington, which has just been established under Ralph Esterquest's directorship. There is within that office an AID project office which is to provide library expertise for AID library and book programs abroad. This project will be calling on people experienced in the fields to go abroad. Another thing they will be doing that should be interesting is that they plan to publish a quarterly newsletter on overseas library development of which we hope will be an additional coordinating factor here.

I've talked much too long. I believe the rest of the answers to questions will come out during the day.

AFGHANISTAN--LIBRARIES AND LIBRARIANSHIP

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Introduction.

Afghanistan is a landlocked country, about the size of Texas, bounded on the north by U. S. S. R., on the east and south by Pakistan, and on the west by Iran. The Hindu Kush and Pamirs tower up to 25,000 feet over the arid desert country interspersed by small fertile valleys. One enters by air or camel; there are no railroads. The United States and Russia have finally completed roads through the high passes, and when the border is open it is possible to drive in.

It was once the crossroads of Central Asia, and a turbulent history of many invasions and invaders have left their mark on the people. Fifty percent are Pushtun (Pathan), call themselves the color of wheat and are some of the handsomest people in the world, but there are blue eyes and fair hair in the north in Nuristan, which some attribute to Alexander the Great's invasion in 328 B. C.; and a slant-eyed people, the Hazaras, who may have come in with Genghis Khan's armies in the 13th century.

Many famous names can be listed as conquering and ruling Afghanistan, but never breaking the Afghan spirit. They are a proud people. Timerlane ruled late in the 14th century, and Babur included Afghanistan when he founded the Mogul dynasty in India. In 642 A. D., the Arabs brought the new religion of Islam, but remnants of Buddhism still exist in the museums and carved into the sides of the mountains. In Bamiyan, where every living thing was killed with the Mongolian invasions to avenge the death of Genghis Khan's son, several thousand empty monk's cells adorn the side of the mountain next to great defaced Buddhas towering 180 feet high, reflecting a period and center of Buddhist learning. Chrisitianity has never come to Afghanistan, and Christian missionaries have never been permitted in the country.

Afghanistan as an independent Kingdom was founded in the 18th century by Ahmad Shah Durrani, who was the first to be crowned King of Afghanistan. Ever since then the throne has been occupied by a member of the Durrani tribe. The present King is Mohammad Zahir Shah. You may remember him when he and the Queen were guests of the Kennedy's several months before the assassination. The form of government is a hereditary constitutional monarchy. There was a bloodless revolution during the years I was in Afghanistan, and the entire cabinet changed twice, but the King remained. His uncles who had run the country for so long were replaced by commoners, many of whom had been educated in America.

The Afghans are an extremely proud people, rugged, but hospitable. Begging is unknown to them--a chief difference between them and other countries in Asia and the Near East. Although the people have not always had the proper type of food, they are not starving. Perhaps this is because there are only some fourteen million people. Over-population has not yet caught up with them. Theirs is a patriarchal society and members of a family take care of one another. There is no such thing as an orphan or an old person with no one to provide for him. But their caring goes even farther than the family; a stranger or fugitive seeking shelter under the tent of an Afghan must be protected by him to the death if necessary.

Persian and Pushtu are the common languages of the people, but English and German are widely understood. Early schools were conducted by Germans, English, Americans, and French, therefore students enter the University with a variety of secondary languages. The Government is attempting to provide English in the schools, and Columbia University Teachers College has been teaching English and teachers training for some fifteen years.

Women have traditionally remained veiled and in the background. In 1959 however, the King brought his wife and daughters to Jesshyn (the fair) unveiled, indicating that women might henceforth go unveiled. Imprisonment awaited any man molesting an unveiled woman. To molest a veiled woman would be running the chance of molesting one's own grandmother, so sturdy are the veils which covered the entire woman except for a small grill over the eyes. The next year women entered the University, wearing dark glasses, black stockings and long coats; but by 1965 most of the college women were dressed in the latest European fashions.

Nonetheless, Afghanistan is still a man's world. Marriages are arranged; women obey their fathers or husbands; and independence or travel abroad is rare.

The attitude toward women is well illustrated in the following story, which is told by an American journalism professor. He told the students a short news story of a man whose wife caught him in adultery. She doused herself with gasoline and burned herself and their home to the ground. Three Afghan students out of a class of twelve headlined this story: "The House of Mr. Akbar burned today." Nothing of the suicide of his wife or his unfaithfulness. To them, the fact that his home burned was the most important part of the story.

Imagine being a woman library advisor in such a situation. Actually, I was remarkably well received. They really did not consider me a woman, but a foreigner. I was invited into the living room with the men at all official functions, while the wives, if there at all, congregated in a segregated room.

Education is free to all from kindergarten through the University, but not nearly all are educated. Early schools were held in connection with the teaching of religion, and the Mullahs still conduct many of the schools throughout the country. The children memorize sections of the Koran. There is much illiteracy in other fields. Actually, the Koran is written in Arabic, not Persian. Furthermore there is little publishing--no publishers. Literacy is taken for granted in America. Libraries came after a reading public and a system of publishing had been created. To those who cannot read, libraries hold little attraction.

We also take Democracy for granted in this country. In a country that does not promote equal opportunity nor is this the aim of that society, education and library development take on a different tone. Americans abroad must sense this.

History of Libraries prior to USAID

Libraries in Afghanistan have traditionally been considered rare-book collections, largely because of the difficulties in acquiring books, and have been housed in locked storerooms and museums with shelving up to fifteen feet high, ordinarily with one storekeeper solely responsible and a single key. When the storekeeper was absent, the Library was inaccessible even to the head of the department or dean. Books were hard to come by, and regardless of their value or how out-of-date, they were carefully listed and locked up when acquired. Many books were received as gifts, and others were purchased from local collections. Few were published in the country itself since there were no publishers, and few were purchased from abroad. Books of any kind were rare in the true sense. Kabul Museum has a collection of ornate hand copied Korans and other religious books, but book publishing as we know it is still unknown in Afghanistan. In the last two years Franklyn translation and publishing services have been introduced.

One hundred years ago in America one found most of the problems now prevalent in Afghan libraries. That condition is not too surprising since Afghanistan is living in a culture much like that of the time of Christ. In the affluent society the user is more important than the book unless it is truly a rare book in every sense of the word; in a developing society the book is more important than its user. Protect the book at all costs. We tip the scale toward the reader; they tip it toward the preservation of the book.

As early as 1944, the U. S. Department of State and the Royal Government of Afghanistan arranged for the exchange of books between the two countries. The Smithsonian Institution in the States and the Pakhtun (variant of Pushto or Pashtu) Academy in Afghanistan were designated as cooperating agencies. Later, the U. S. Book Exchange program in the Library of Congress was designated as exchange agent in the United States. Books, periodicals and government publications were sent to Afghanistan in considerable numbers, but none were received from Afghanistan.

Book collections were housed with individual faculties or schools, were kept locked, and were organized in order of acquisition number, if at all, with no index or catalog. Usually they were under the supervision of a faculty member who delegated them to the care of a storekeeper. Librarians actually had no status whatsoever and when absent, the janitor served as Librarian.

But to her credit, Afghanistan was conscious of her need for Library improvement and in 1955 the Ministry of Education invited Alan Heyneman of the Library of Congress to make a survey of the library needs of the country, and to draw up a library development plan. Mr. Heyneman recommended that an American Librarian be engaged to serve under the Ministry of Education, as Advisor on Library Administration.

The Advisor would prepare a Manual of Library Practice for Afghanistan, organize a demonstration Library at the Teachers Training School, which was supervised by

Columbia University Teachers' College, and "make available to the Ministry and to its responsible committee his guidance in:

1. Plans for the development of the Ministry of Education Library, the Library of the University and other major Libraries;

2. The selection of books for the school Libraries;

3. The selection of students for instruction in Librarianship..."[1]

As a direct result of Mr. Heyneman's recommendations, in July of 1956, Miss Alice Fedder was recruited for Library service with the Ministry of Education and the Institute of Education as a member of the Columbia University Teachers College Training Team. The present University Librarian, Mr. Abdul Afu Babury, was assigned to be her counterpart.

Other early assistance was given by Harold Bonny of UNESCO, who assisted the public library of the Ministry of Education. Gul Ahmad Farid worked with him and was later trained in the States under the USAID program and serves as the public librarian today.

Dr. Robert Odgen of the Library of Congress, Orientalia Division, went to Afghanistan in early 1957 especially for the purpose of seeking to make the exchange arrangements for books between the two governments function. His report indicated:

1. He could find no agency in Afghanistan which would collect Afghan publications and send them to the U. S. Book Exchange.

2. He could find practically none of the publications which had been sent from the U. S. to Afghanistan. The receiving agency for Afghanistan, the Pakhtun Academy, appeared to exist in law only.

Miss Fedder's appointment was the beginning of USAID's Library service to Afghanistan. She worked primarily with secondary school libraries, conducted seminars for teacher-librarians and attempted to do some cataloging at the Institute Library, with the hope it would serve as a model library. For various reasons, no cataloging was completed, although numerous books were marked with Dewey Decimal numbers.

Developing Libraries

The ground planning for the new University Central Library was begun in 1957, when a number of surveys of Faculty Libraries were made, and facts and figures concerning holdings and anticipated growth were estimated. These reports were incorporated in plans made by Mr. Bell and Mr. Dodge from ICA/Washington. The United

States government had agreed to assist the Afghans by building a university, which of course included the Library, together with Faculties of Agriculture, Engineering, Administrative building, and Boys Dormitory. They were also equipped with American specified furniture, laboratories, and other materials necessary for running a university.

When we speak of academic libraries in Afghanistan, it can be whittled down to one: The University Library at Kabul. There were some 66 book collections throughout the country, but only one library that attempted to meet academic needs and that is Kabul University. The same holds true today, although there is a branch medical library being organized in Jalabad where doctors from Medico and CARE are serving.

That same year, i. e., 1957, the University of Wyoming added a Librarian to their team, to organize and assist in the Faculty of Agriculture and Engineering, at the Afghan Institute of Technology, and the Vocational Agriculture School, which were then being assisted by the Wyoming Contract Team. This Librarian, Edwin Pomranka, had a mixed background of efficiency expert, business administration, and librarianship. He sold the concept of American libraries and librarianship to the Afghans with remarkable success. He emphasized the importance of libraries in a total university education program and even promoted the concept of librarians to faculty status, a far cry from the janitorial rank which they held. He also pointed out the importance of a centralized organized book collection, and began such a centralization program by combining the libraries of the Faculties of Science, Agriculture and Engineering into one collection located at the Faculty of Science.

A committee from Columbia, Wyoming, ICA and the University selected the LC (Library of Congress) classification schedule, and Mr. Pomranka began the cataloging of the collections. He and his self-trained staff cataloged about 1,500 books at the Faculty of Science. This was the only professionally cataloged collection of books in the country in 1959.

The time was really ripe for library building when I entered Afghanistan late in 1959. Mr. Pomranka had provided the concept; many Afghan professors had returned from studies abroad in Europe, India, or America and knew how important libraries are, in fact, that they are the heart of any great university. They went to their Deans who went to the Americans for help, not only in the public and secondary schools, but particularly in the new University which they looked forward to building in cooperation with the United States. "Russia builds our mills and roads," they observed, "our young people we give to the Americans! What greater compliment can we give you?"

Another card played in favor of American libraries, was a Professor from Cairo, a Mullah who had organized the University of Cairo Library. He informed the University Faculty that the whole world must bow to the superior library organization of the United States and the Great Library of Congress. This endorsement meant much more coming from a Moslem sage than anything an American could have said.

So the spirit was indeed willing, and the University President asked the Americans to help them set up a University Library in the best American fashion and that no one and no tradition should stand in the way.

It seemed that all the prerequisites for setting up libraries had been met and that the timing was perfect. However, in Afghanistan,Presidents of Universities and Ministers frequently change and the incoming may not feel the same about a situation as the out-going. Neither did they comprehend just what a "new central library" entailed--the releasing of books from storerooms and Deans' offices and Museums, from guardians and storekeepers--out in the open for public use. Their faces fell indeed when they saw metal shelving with no possibility of doors or locks. In fact, it turns out that releasing books from storerooms and storekeepers was impossible by law. The terrified janitors holding the keys rushed off up country for extended vacations when the actual time for moving into the Library appeared. Neither did most of them comprehend that books would merge into one collection in the central library. Who would be responsible for them? They contemplated setting up nine distinct faculty libraries within the new central library, but it was built by Americans complete with great wide open spaces--no possibility of locking or dividing individual collections. Every rare book (and you recall that every book in Afghanistan is considered rare by the Afghan) must have a man to sign for it and be responsible and pay for it if it is lost. If the collections merged, they rightly worried that they would not know which were their books. And so, although on a top level, Afghanistan wanted modern usable libraries; on the working level, it seemed an impossibility. Mr. Pomranka's final report begins with the statement that in order to establish libraries in Afghanistan, the law must first be changed. It seemed a big order, and I hoped to work at a bit lower level until the move should be made into the Central Library. A newcomer, especially a woman, in a far country hates to tackle the law of the land as her first assignment.

Fortunately for me, the President and Dean of the University called me in the first day and told me what they wanted me to do: catalog their collections, one by one, so they would be ready to move into the new central library when it was ready, and assist the University Librarian in all planning for the Library, administration, library law, book selection, library education, and present use of the small Faculty libraries. It was a big assignment, but still it kept me from worrying about "changing the law of the land." I got along fine under the old law for two or three years, and then the Afghans set about changing the law themselves and invited me into their sessions, where I was actually asked to write up all the proposals in English and they were then edited and translated into Persian and were accepted and incorporated into the law of the land.

One of the first problems I ran into in library organization was pretty basic, getting into the Library at all. It was kept locked and the one key-carrying janitor was nowhere to be found. When I finally did get in, I gave them a gift of an American padlock which could be dialed to open the door. The janitor could not refuse me the gift, and I was in for the next three months. He fearfully hovered over me, thinking that I would run off with some of his precious books. He couldn't be blamed; he had had to make a deposit of 11,000 Afghanis, which is equivalent to $250.00 and his salary was about $15.00 a month. This is true throughout the Far East, and I am told even in our own armed forces libraries. The librarian is financially responsible for the books. I am also told that librarians seldom, if ever, have to pay for book losses. Books can be written off as lost or out or worn out; the Librarian at the University of Ankara in Turkey informed me he had never paid for a book in over twenty years as Librarian. However, a poor man can scarcely count on this, hence he must take precautions and he locks the books up.

A second problem was that no books could be discarded. One does not discard rare books, does one? And doubly one does not discard rare books that have been signed for in triplicate and the signer is financially responsible for the discardable book. It is a sorry thing to put trash into a new library just because it happens to be inside the country, and there is no way to withdraw it. What they needed was a fire that would sign for the trash. Imagine receiving twenty American faculty members' copies of Time magazine as gifts, and then being unable to discard or withdraw the unneeded copies.

However, since the University President and the Minister of Education had asked the Americans to help them build a new central university library, fill it, and organize it, that became the goal.

Both Afghans and Americans easily accepted the importance of filling the Library with good books. One ICA visitor from Washington put it, "The books will be here long after the technicians have gone."

There was no established routine for buying books and no money. Neither did the Afghans desire charity, hence the books from CARE were turned down. Furthermore they had that great national pride that made them want to put everything into Persian and Pushtu. If countries like Denmark and Sweden must settle for education in a second language because there are not adequate books in their national language, it is even more essential that countries such as Afghanistan and Iran come to this decision. However, the new Republics throughout Asia and Africa need to protest foreign domination and sometimes lean over backwards insisting on their own languages, or in the case of Afghanistan refusing to select a second language for fear it will align them to some country. Therefore, the Afghan student spends much too much time studying languages. He has learned Persian or some dialect as a child; he must then learn Pushtu for national pride, and English, German, Russian or French if he expects to study abroad, and all educated men with higher degrees must study abroad.

To try to acquire books in Persian means cooperation with Iran and Pakistan. The Afghans are constantly at odds with the Pakistanis because of the division of the Pushtunistanis by the Durand line, and they do not approve of Iranian books because of a difference in religion. The Shia sect of Islam is prevalent in Iran, whereas the Sunni sect of Islam is prevalent in Afghanistan. They are very suspicious of books coming from Iran and actually locked up some four or five hundred books which were brought in by Columbia University and Asia Foundation in cooperation with the Franklyn translation service.

Graft is always present and money earmarked for books gets into other pockets. Books can be acquired by gift, they reason. Salaries cannot. In 1965, the Afghans budgeted Afghanis 2,860,580 for the Library with Afghanis 1,000,000 earmarked for books and Afghanis 500,000 for back issues of periodicals, but no books and no periodicals were purchased by the Central Library during that year. Making budget monies available for use remains one of the unsolved University problems.

Afghans easily give up trying to get books or periodicals shipped in from abroad. There has to be an international exchange of money, and this is something they just have not worked out. They informed me it was illegal to purchase books from abroad and send money abroad. Many Asian countries have used UNESCO coupons or the IMG arrangement, whereby they place money in the bank in their own country for the American Government, and the Americans then pay for the books in the United States at a favorable exchange rate. The Afghans used the IMG (International Media Guarantee) arrangement once to purchase several thousand dollars worth of new American books, but the publisher, McGraw Hill, had to wait several years for the money. Somehow the Afghans had not realized that they would actually need to have the money available in Afghanistan for the books. After all the problems involved in that transaction, they were not invited to participate again.

It was also difficult for Americans to furnish books from abroad. Most AID contracts favored purchase from America. The American AID director in Afghanistan insisted that AID purchase books from America, and threw out all my book orders for books abroad. It is difficult to build a rounded collection without access to European books.

Asia Foundation was of great assistance in Afghanistan. They furnished several hundred scholarly journals from throughout the world for nearly seven years. They also gave a copy of the Library of Congress Catalog. They frequently brought in textbooks and juvenile-type books but on the whole did a fine job of giving much needed materials. They were not compelled to stick to America-only type books.

Except for the IMG program, there was little purchase of books with Afghan funds. At one Faculty, it was discovered the library book funds were used to buy a car to drive faculty to work. Funds were sometimes made available to buy collections of books faculty members brought back to Afghanistan with them after study abroad. This meant there was a temptation to buy little needed materials, or materials which had been given to faculty members by USAID in the first place. Another bad element of this practice was book thefts and sales to the Library. Library books were stolen and resold to the Library at an Afghani a page (2¢ a page).

Most of the books at the University Library were provided by the United States, and therefore 65% of the collection was in English. Other countries did make some donations. The French brought in some medical books. The Russians furnished 1,500 scientific books as a gift when Khrushchev visited the country. Egypt and Iran donated some religious books. The German teams from Cologne and Bonn provided books for their Faculties and offices. These books never got into the Library at all. AID provided funds for books on an available basis. There was never a budget and the advisor had to order when money was available, usually on very short notice. There was no way of ordering continuations or for more than a year at a time. Series and serials were continually interrupted. Government orders in America were filled through Acme Code, who made no attempt to locate books without full bibliographic information. Twice I received follow-up letters asking me for the publisher of Biological Abstracts. One of the Contract Team men told me to take heart; they received an order back which was to have gone to Sears and Roebuck for a complete address.

Books and other equipment purchased through USAID eventually had to be turned over to the Afghan government, and this meant a tremendous amount of red tape on both sides. The Americans required seven signed copies of everything turned over to the Afghans. One copy was then sent to the Ministry. Where was an Afghan to be found willing to sign such papers, and then risk being called by the Ministry years later to produce the materials! So whom do you turn them over to? No one wanted to be responsible for all these books. The Afghans also wanted duplicate copies and a book by book inventory of what they received with titles translated into Persian. This had been possible for little book collections, but who could handle an inventory in translation for 80,000 titles? And what storekeeper would guarantee an open book collection? The storekeeper must also have an exact price for each item. This the Americans could not provide and attempted to turn over complete orders of several thousand titles at once. No agreement was ever reached on this, but the President of the University and a temporary librarian finally signed that the materials had arrived. This satisified the Americans, but in no way met the Afghan needs. They immediately set about making an inventory of the Library. In the past this had been required four times a year and the Library was closed for it. I am told that the upshot of this was the Libraries were closed year round for continuous inventorying.

There was a basic disagreement on how books should be considered in the inventory. American advisors said they were consumable--to be used up like food. Afghans thought they were like furniture and should remain static. Actually Afghans were all but convinced in this matter, when USAID stepped in and treated books as non-expendable materials which must be accounted for when the American advisors left the country. They wanted complete listings of the holdings of all libraries and the names of each book furnished by the American government at the time the materials were turned over. This was a physical impossibility and finally the Americans settled for the information that the listing was complete in the shelf catalog which was open for inspection at any time. Indication of lost books was kept in that catalog.

One thing a library advisor learns quickly in a far country is that almost anyone feels he or she can be a library advisor. Never mind if they are doctors of science or philosophy, they know exactly how a library should be organized and proceed to give the advice heartily. I was even asked to give courses to my fellow Americans by an AID Programmer so that they could go out and set up libraries and teach the Afghans how. AID, Peace Corps, USIS, and others all wished to get into library organizing. I found strange and marvelous things that had been left by a little learning. Three identical cards filed side by side in one catalog because some American had said you need three cards for every book. What you do with three cards once you get them had not been made clear. Such catalogs were then stashed away in dark closets; they were not for using. Some Peace Corps members invented classification schemes. Afghans and Americans changed the meaning of half the numbers of Dewey. Attempts were made at translating LC into Persian. One German tried to revise the economics catalog I had set up into a classified catalog. Since he did not recognize the difference between authors and added entries, or even titles and shelf, the end product was hopeless confusion and had to be entirely redone.

Everyone insisted on cataloged collections. Although Mr. McAllister from Michigan and I suggested that no attempt be made to classify small collections, people were classification happy. An American doctor asked me to help him organize his two shelves of medical books. The only reasonable homemade system I found in all Afghanistan was done, not by Germans or Americans, but an educated Afghan medical doctor, who put all like subjects together in the Medical Library and then numbered them within the class.

Concepts of libraries differed even among foreign advisors. Some insisted on centralization because the Afghans literally could not afford to duplicate books. Other teams or individuals insisted stubbornly on special libraries as done in America. Engineers and Science teachers became self-ordained library advisors, giving Afghans contradictory advice. The German team had a philosophy of education completely different from the Americans and insisted students should not be allowed the use of libraries at all. "If they memorize their notes from the Professor's lecture, they will have plenty to do." One of the Afghan leaders voiced the fear that students might read books in other fields than their own if they were permitted access to libraries. Strangely enough some of the Russian faculty members and Egyptians were the most respectful of American-type library organization. The American Ambassador's wife queried me one evening whether I thought it wise to catalog the Russian books.

Building and Equipment

Many times I look back enviously at the splendid modern library and all the fine equipment we had at the new University. America gives only the best. The library building, which was completed in 1964 was a modern American-type two-floor building earth-quake proof, and able to house a collection of about 200,000 books, and capable of seating about 400 students. There were some 2,500 students in the University. The building probably had more expert advice than any library Stateside. Besides the architects, there was help from Dr. Richard Logsdon of Columbia, who served in Afghanistan the summer of 1959. Dr. Robert Downs from Illinois served as a short-term consultant in 1963 and gave advice on use of the building. Mr. Edward Nealand from MIT and Dr. Kent Hawley from Columbia assisted in an advisory capacity for furniture and equipment. Most furniture and equipment was shipped from America, but tables, carrel desks and chairs were made locally by a German firm with the assistance of PL480 funds.

The political situation at the time the Library was built was such that the border between Pakistan and Afghanistan was closed for two years, therefore library shelving and books and other equipment were delayed or lay in the open in Karachi for some two years. Finally the Afghans opened the border for several days so these materials could be brought in. There was a change in the political set up. The Prime Minister was replaced by a commoner and the materials were brought in. Much was lost and damaged. Books were water-soaked. $20,000 worth of steel shelving arrived short of bolts, blue-prints or assembly man. It was a common sight in those days for American professors with doctors degrees to be assembling tractors and all types of equipment. I had to direct and supervise the installation of stacks, cabinets, turnstiles and other library equipment, much of which was damaged and had lost parts.

I finally wrote to Estey for more bolts and pled for a Stateside company man to assist with installation. They gave me the bolts and congratulated me on the installation job.

The card catalog cabinets were probably the biggest equipment headache. The German team contracted to build the University was to buy Sjostrom card catalogs or equivalent. They decided to build equivalent, and prepared all their catalogs with drawers too small for the cards. They finally took each drawer and painstakingly whittled out about a quarter of an inch until the cards would fit. When it rained or the winds blew hot, the catalogs swelled or dried out and drawers stuck or refused to fit entirely. They certainly were not interchangeable.

The original university had been dispersed over the entire city of Kabul. In most cases there had been no lights or electricity. Such plumbing as they had froze over for the winter. Heat was not furnished until December 15 and just as automatically withdrawn in March. Because of the lack of lights and heat, school days were cut short during the winter. Students had winter recess. Workers tended to arrive about 10:00 a.m. and went home shortly after lunch. They did not begin to put in a full day's work.

The new library building with lights and water caused a problem in work hours. They now had light and heat but still wanted to work the traditional winter hours, in at 10:00 a. m. and out at 2:00 p. m.

Cleaning was also a tremendous problem. My first office was a drab unpainted room with raw boards arranged around it and a bare cement floor. No chairs or desks. Two janitors threw water around it with a bucket and an empty beer can. The water was brought in from the nearest ditch. Afghans had not learned to clean. They throw water to settle the dust in and out of doors, and that is it. They do not attempt to pick up the dust or wipe up the water. Windows were over-run with paint. I showed a small janitor boy how to clean windows only to be told that I must not demean myself to such a lowly task. Later, however, I learned via the unhappy janitor grapevine that the Dean demanded all windows in the building were to look like the Library's. Tea and sugar were housed in the card catalog. A complete change had to be made to clean an American-type Library. Books had been water-spattered three shelves up from the floor. I made a plea against all watering of dust. Mops and brooms were designed and prepared locally. You cannot imagine the pride with which janitors used their first mops made of long wooden handles and gunny sacks. American doctors conducted classes for janitors on cleaning operations.

Equipment which must be signed for is difficult to obtain for use. The mimeograph office duplicated 50 copies of a library bibliography in science. Two years later the man running that office was asked to account for the paper. What became of the fifty duplicated copies made of the paper issued to him. The paper had been a gift from USAID. He was desperate as he asked me to sign for all those copies, which had long since been superseded and discarded. If one had said they were distributed to faculty members, which is what happened to them, the faculty members would have been accosted one by one to sign for and show the copies.

Bent paper clips which were discarded were carefully picked out of the wastebaskets by janitors who sold them at the local bazaar. Paper and wooden boxes were almost more popular than the books that came in them. Who should get the wood on the boxes? The Americans were inclined to give it to the little man who opened the boxes. This could cause problems. Even Deans wanted the wood to take home and build sheds or chicken houses. This is the extreme to which men can go who have so little and are barely beyond the subsistence stage in their development.

Library Use

Americans set up libraries as they are in the States, and they must be open until at least 9:00 p. m. But customs differ. The Afghan must wash and pray and eat with his family or in the dormitory for several hours each evening. Even if they began at six, they would not finish until eight and by the time they got to the library it would be eight-thirty and too late to take advantage of the evening hours. Hence the Library could close at six in the evening or stay open until midnight. Six to eight-thirty was not a good study period in Afghanistan, and Americans should have accepted the idea.

Afghan mores do not change easily. They have strong family life and religion and are proud of it. They do not intend education to interfere with it. First things first. Although they consider Christians "people of the book" and may inter-marry with them, still they understandably do not wish to have their religion or customs interfered with.

During the day students used the Library, depending upon their teaching. If the teachers were Afghan or German, they spent their time in the Library as a study hall and memorized their notes. If the teachers were American or American-trained they had assignments that required library use. Students learned to use the card catalogs and find books and use them with alacrity. I have never seen any faculty members outside American and Russian who would even try to use it. There is always someone in that culture farther down the line who can get the book or tea for the faculty member. Such service is considered almost servile and wherever possible servants were used to carry books or do library work. It was often shocking to find library assignments to assistants had been passed on down the line to janitors. They are a culture of great note-writers and responsibility passers.

But the picture is not totally pessismistic. In 1959 few students were using the Library. Classes and meetings were consistently scheduled for the library reading rooms, making them unavailable for student use. Almost no books were checked out. Late in 1959 the average monthly circulation was 200 books. By 1965, book circulation reached an average of 800 a month. In 1959 about 16 people a day entered the Library; in 1965 the daily count averaged 270 people. The progress of a country must be based upon its own past; not how it compares with America. The Mayor proudly informed me he was the one who changed libraries from storerooms to actual libraries. Everyone spoke of the new library concept, but terrified janitors still clutched the keys.

Personnel

There was little enough incentive for anyone to become a librarian. The status was next to the janitor; the salary was low; and the work was that of a menial in their estimation. There would probably have been no library participants at all, but for the fact that there was an excellent possibility of study in the States, and even more to the point, men in Afghanistan do not select their vocations but are assigned to them. People who did not fit anywhere else in particular were assigned to the Library. Girls were sometimes sent to the Library since it was difficult to find good positions in their faculties for them. The top student in the College of Economics was assigned to the Library and her unhappiness. She wanted to continue her economic studies in Germany, but one could not send a single girl to Europe to major in Economics.

Women were not the best library selections, for there was no assurance whatever they would work, once trained. The Dean of the Faculty of Science told me that no woman could be required to promise to work after completing training. It was discouraging to spend a lot of time teaching them English, typing, and library work only to have them refuse to work once they had the training.

Being assigned to the Library was almost like doing a stint in the Army. Good students were sent over to do a year in the Library, learn certain skills, and then on to higher assignments. "Why waste a good man in the Library," The Administration at Punjab University in Pakistan reasoned and pulled the director for administrative work in the Registrar's office. Those assigned to the Library either respectfully endured the assignment or saw the possibility of studying abroad and used it to get to America, where they tried everything to change their fields to something more prestigious.

Most Afghans did not have the background or language facility to attend a graduate school of librarianship. There were no library schools in the Area and furthermore, AID at that time wished to send students only to America. A perfectly good library school was opened in Beirut at the American University in 1965. Afghans did not wish to be sent there. One participant stated that they already knew how to eat like Arabs, they wanted to learn western culture, for which we cannot truly blame them. Perhaps the librarianship they would learn in Beirut, Ankara, or India would better fit them to meet their country's needs. They would have the same language problems, money problems involved in acquisitions, and often the same religion.

To date there are five professionally trained Afghan librarians; all received their degrees from America. Again that many failed in the attempt, and usually it was a language problem.

When participants returned to Afghanistan, educated in certain fields, there was no proof that they would be used in the fields for which they had been trained. A man with a doctorate in chemistry was assigned to be in charge of vocational education. The President of the University was a medical doctor who studied in Germany and America and was the only Gynecologist and Obstetrician in the country. He told me he performed Caesarian sections early in the morning and then went to this office to serve as a college president during the day.

But holding down several jobs was common with the Afghans. Salaries were so small that men had to work at more than one job in order to support their familes. A library assistant might be in the Library several hours a day, go off with the keys to teach typing for the USIS who would pay him a dollar an hour, and then tutor an American or two in Persian during the evening.

Degrees are so important to the prestige and salary of an Afghan that failing to obtain one would almost be serious enough to make him stay in America if he could, and many tried to do this. Participants signed before leaving to study in America that they would return and serve in the area for which they were trained. This was not always possible. Often the position no longer existed, or a new Ministry had other appointments, or the new chief of the organization did not want them. There was also a tremendous amount of red tape, and often the salary schedule did not go through for months after a man returned to work. It was a temptation to try to get a temporary position in some American office and make easy money quickly.

At a library conference in Delhi, many of the librarians complained that America pays such high salaries to her employees abroad that she takes the best men of the country for the USIS Libraries. "Actually," the late Mr. Das Gupta, Librarian of Delhi University, said, "this is no problem at all. In the first place, Americans can absorb only a few librarians and secondly, the countries in Asia should strive to raise their salary schedule up to American standards rather than try to bring American standards down." He said he always encouraged his librarians to insist on the same kind of salaries the Americans pay their own, and they got them too.

Advisors

All of the problems are not Afghan personnel. Some of the American advisors have been a pretty sorry lot, who took one look at the land around them and went into deep cultural shock. Some react by being more Afghan than the Afghan, and some react by hating everything Afghan. It is hard to know which do the most harm. I saw one man spend his whole two years lamenting the awful situation in which he found himself.

Some of their problems also stem from our advice, because we have been unable to adapt our methods to their needs. In Lahore all Persian and Urdu books are transliterated in the card catalog.

Women advisors in Arab countries have their own peculiar problems. Men are not accustomed to taking advice from women. Often our way of dress was shocking to them or the fact that a husbandless woman would travel alone to a foreign country. What could her problem be? Fortunately in Afghanistan this became less a problem as women were emancipated. In 1963, the new University President and Vice President brought their wives to receptions as hostesses and the whole attitude toward women officially changed.

Some advisors are unfitted for foreign service. Their morals go into decline. They get emotionally involved with Afghans and cause problems that are unbelievably difficult to correct. Some forget that they are guests in a foreign country and say things they would not dream of saying in the same situation back home.

Some give advice that is immature and not thought through. Everything must be done as it is done in America, whether this meets the needs of Afghanistan or not. Libraries must be kept open from seven to nine even though Afghans wash, pray, and eat at that time. Pork and liquor is served with Afghans present. Some women dress too carelessly, or are too free around men, and become suspect with the Afghans. Relations between the sexes abroad must maintain a certain amount of dignity or the Afghan will misunderstand and the American woman may consider herself insulted.

A look to the Future

Despite all the difference in traditions and objectives, Afghans used the USIS Library in true American fashion. All fears and responsibilities were eliminated; Americans carried all the risk; therefore the people were pleased to make use of the library. This is an encouraging sign, and means to me that if libraries are available, they will be used.

There are also examples of library collections which function and which have had no help from Americans. The Bank de Mille Library purchased materials from abroad and served that special group in a good way. The Medical Library served the needs of that Faculty prior to foreign aid.

Although the present library advisor writes me that he sees little to encourage him in the use the Afghans are making of their University Library, he perhaps is judging them in relation to American university libraries. I see them from the vantage point of their past, and I see real progress.

All foreign AID is merely pump-priming, and the aim must be to help them help themselves. This I think has been done, and the Afghans are ready to proceed in effecting new library law and putting into practice the things they have seen in America. The five men who have received Masters degrees in Library Science can combine the latest library procedures with their ancient traditions into a combination that is acceptable to their culture.

As with so many beginnings in Afghanistan, Libraries can be started in the best possible way, with all the experiences of other nations to rely upon. They need not experiment with trial and error; they can rush along in seven-league boots in well-trodden paths.

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[1] Heyneman, Alan Lionel. Afghan Library Development Plan, Kabul, 1955, p. 2.

THE LITERARY TRADITION

JAMES A. McCAIN
KANSAS STATE UNIVERSITY

Dr. Farley, colleagues in higher education:

I assure all of you a cordial welcome to Kansas State University. I hope and trust that your visit with us will prove both a rewarding and a happy experience. I express my appreciation to Rick Farley for the opportunity to share some thoughts with this gathering because there are two points that I welcome very much this opportunity to make.

The first really is by way of reciprocation for that glowing and, I must say, very pleasant introduction. I would dispose of it, Rick, by saying, "I like you too." But that would hardly do justice to what I have in mind. I welcome this first opportunity that I have had among his colleagues of the library profession to express publicly the exceptionally high regard in which we hold our relatively new librarian, Dr. Richard Farley. I express not only my own conviction, but that of our faculty, that we have in Dr. Farley a first-rate, even a distinguished, director of libraries and we expect great progress in the library at Kansas State under his leadership and administration. He has already mentioned two developments in prospect. The fact is that we do have two and a quarter million dollars to build an addition to the library which will really be much larger than our present library. I had the opportunity to go over final plans with him only three days ago in my office, and I find them quite exciting. My second point refers to his alerting me that we are now within about ninety days of having brought the size of our library collection up to a half million volumes. We are already planning a celebration when that five hundred thousandth book arrives at Kansas State University. A celebration, Rick, that I hope will exceed that of three weeks ago when eight thousand students went out to the airport to welcome our football team home after it won its first game in three years.

The second reason why I welcome this opportunity to meet with you has to do with a trend in higher education which I find alarming, and about which I feel your profession can do more than any other group within the halls of ivy. I refer to the fact that a precious heritage of American education, and especially higher education, is eroding at a distressingly rapid rate, the heritage that assumes that people who are educated should receive among other attainments, a literary education. That phrase itself, I think you would agree, has become old-fashioned. But if we lose this value from higher education in America we will have lost one of its most precious ingredients. What is left would be hollow and superficial indeed.

I was first warned of this trend in an address by Dr. Robert Hutchins, then Chancellor of the University of Chicago, when he observed that students could earn a bachelor's degree from first-rate American universities without having been required to read one good book in its entirety. That was the sad state of affairs when Dr. Hutchins was chancellor of the University of Chicago and I'm afraid it persists today.

As the chief custodians of this literary tradition, you librarians should be alert to this erosive process and strive to reverse it. In view of the kind things you had to say about university presidents (we don't hear them very often), I would urge each of you to enlist your president in the cause because I believe most would be on your side.

I'd like to call attention to evidences of this erosion, conditions which no doubt we both deplore, and which you can help correct. I cite first the pernicious practice (fortunately restricted to few colleges) of renting texts to students so that they won't have to be burdened with the purchase and ownership of a book. I suspect that if a book employed in a class isn't worth ownership by a student it has dubious value as a text. If we really respect this literary tradition in American education, instead of shielding students from the burdensome ownership of books we should inspire them with zeal to build up their own personal libraries. Certainly at a time when paperback editions place most classics of our literary heritage and many first-rate contemporary books within easy financial reach of students, we have a heaven-sent opportunity to reinforce this literary tradition.

The second danger sign is the increasing development and use of synthetic literature, or substitutes for good books. When the second Kinsey report was published, some wit observed that he wasn't going to read it; he would wait and see the movie. Otherwise intelligent people seriously argue today that films so faithfully portray contemporary novels that one can await the movie version and save the time required to read the book. Countless illustrations are available to refute such a contention. It is unthinkable, for example, that a motion picture could catch more than a tiny fraction of the artistry in Durell's four volume Alexandria Quartet, certainly a virtuoso performance in the field of literature. I recently read the eight volumes of Anthony Powell's The Music of Time, a delightful series of novels about mid-century Britain that are replete with satire and deft humor--subtleties that surely defy the medium of the motion picture.

And, speaking of synthetic literature, are you aware that your students read comic books? I was distressed to learn that book stores near our university do a land-office business in selling comic books to our students. Some of these are digests of the classics, suggesting that their readers find such a version of Julius Caesar, for example, an adequate substitute for the original. Of course, all of us are familiar with the ubiquitous outlines summarizing in some thirty or forty pages all a student need know for examination purposes about novels or plays.

I deplore the equally distressing practice of abridging the great literary works. One of the most offensive examples to come to my attention--a dismemberment of A Tale of Two Cities--began with omission of that wonderful opening paragraph which begins "It was a time like all times." A popular condensation into one volume of The Decline and Fall of the Roman Empire deleted the magnificent history of the Byzantine Empire, one of Gibbon's most inspired chronicles.

I alert you to a fourth distressing practice, the growing popularity of denegating the classics. A recent example was the listing by three British critics of "Fifty Works of English Literature We Could Do Without". One cannot object too strongly to the inclusion in this list of Beowulf, The Fairy Queen and Pilgrim's Progress. However, when they are joined by Tom Jones, A Farewell To Arms and the Forsyte Saga, the whole thing becomes ridiculous! And even in the case of such "heavies" as Milton's poems, I would cite Henry Van Dyke's oft repeated observation that the capacity to enjoy Paradise Lost is the reward of a lifetime devoted to cultural pursuits. If we are in the ranks of those attuned to todays revival of the Baroque music of Telemann and Vivaldi, surely we should find similar satisfaction in literature contemporary with these composers.

Finally, I view with alarm the increasing emphasis on professional and technical education at the expense of the literary. I admit to the cliché when I warn that we may be preparing our students to earn a living at the expense of preparing them to live. The most enlightened attitude toward higher education would assign first priority to the second of these goals.

So I alert you to ominous trends in higher education that strike at the heart of your profession. Librarians, man the barricades!

LAND-GRANT COLLEGE LIBRARIES IN THE MOSLEM WORLD

WAYNE R. COLLINGS
UNIVERSITY OF NEBRASKA

Discouraging as the prospect of setting up libraries modelled after American standards in under-developed countries may be, one factor should be remembered. Three years ago we celebrated the centennial of the land-grant college movement. One hundred and three years ago the beginnings of the land-grant college libraries were in many respects similar to the Turkish and Egyptian library situation today. Librarians were primarily care-takers of books. The libraries were locked up with all books checked out over a counter. The librarians had no standing or status in the professional world. They were strictly clerks. As Michael Holloway indicated in his article in Library Trends, "Patterns of Library Service in the Middle East,"[1] the popular library movement in Europe and America was given a big boost by the industrial revolution. And it has only been since 1945 that industrialization has begun to have an impact on Turkey and Egypt. Hopefully in another hundred years library development in these countries may resemble our land-grant college libraries of today. However, today the outlook seems grim.

PART I

The Nebraska program in Turkey can be traced to a visit to the United States by President Celal Bayar of Turkey. It was President Bayar's idea to establish Ataturk University, named after the great Turkish statesman. It was to be a "people's university", patterned after the American land-grant universities. Ataturk University was to further the economic, social and cultural development of Eastern Turkey and to encompass teaching, research and extension.

In August of 1954 a Turkish team visited Nebraska and other states to study the American land-grant college system, and in September and October of the same year a team of six faculty members from the University of Nebraska visited Turkey. It is interesting to read the recommendations for the library from this survey team. I believe it shows how well we indoctrinate our faculty at the University of Nebraska.

> "There should be a center library for Ataturk University. All books should be catalogued in the central library. The library should be housed in a separate building and centrally located with respect to the colleges and the dormitories. In our judgment, the building initially should provide shelving for at least 50,000 volumes and technical journals and space for current periodicals. Space for expansion should be adequate to provide for all anticipated needs. The reading room should provide for seating at least 300 people. There should be a reading room for use by faculty and cubicles for faculty and graduate students. Initially the staff could

> consist of a librarian with a minimum of assistants. The above estimates are preliminary. When the time arrives for drawing up specific plans for construction, obtaining books and periodicals, and staffing, it would be desirable to bring a well-trained librarian to Turkey to serve as consultant."[2]

The contract was signed in 1955 and Dr. Marvel L. Baker appointed dean of the University of Nebraska staff in Turkey. Just prior to the arrival of Dr. Baker in Turkey, the Turkish government selected Erzurum as the site of the new university. An 8,500 acre area adjacent to the city was selected - large enough to accommodate forseeable future needs of the university including land for agricultural, experimental and range management purposes. An organization for Ataturk University was outlined, providing initially for three colleges or faculties: Agriculture, Engineering and Architecture, and Letters and Science. During the first two years of the Nebraska contract with Ataturk University progress was slow. Operations were handicapped by the lack of general understanding and acceptance of the concepts of a land-grant type of University on the part of Turkish officials concerned. These concepts were new and different in Turkey and were probably received with suspicion by a large part of the Turkish world. It was difficult to obtain acceptance of principles in framing basic legislation and in planning the administration and organization of the university which departed so radically from the existing pattern.

Contracts were let in 1957 for the first four buildings - a Chemistry building, a Social Science building, the student dormitories and a faculty housing unit. November 17, 1958 marked the formal opening of Ataturk University in temporary quarters at Erzurum. Two months later the third rector, Dr. Sabahattin Ozbek, took office.[3]

The semiannual report ending March 1959 gave a fairly graphic picture of the library situation at that time.

> "The unfolding program of academic instruction at Ataturk University rests upon a basic assumption that students will be required to engage in a substantial amount of independent study outside the classroom to supplement their notetaking at the lectures of professors. The validity of this assumption is contigent upon (a) the presence of professors who will demand such independent study of their students; (b) the availability of textbooks for the students in all subject fields; and (c) the existence of a functionally organized, professionally staffed, and adequately stocked library. Not least among these is the latter.
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> "The problem at hand is to implement the establishment of a type of library which has not been a part of the Turkish university scene in the past and for which no favorable legal setting exists today. Further action on the appointment of a Library Specialist is being held up, pending the completion of essential preliminary work in Turkey. In late September certain proposals were made to the Ministry of Education for the purpose of obtaining appropriate academic status and authority for the

> position of Librarian at Ataturk University. Under existing arrangements, the Librarian would be a non-academic employee of the University, responsible to the General Secretary - a situation which would probably be of little or no interest to any of the few professionally trained librarians currently to be found in Turkey. The response of the Ministry to our proposals has been gratifying, and it seems as if some way may in due time be found to reach the desired goal. If this proves to be the case, we believe that it will be possible to obtain a competent Turkish librarian for Ataturk University. This in turn, will make it worth while to bring a U. S. Library Specialist to Erzurum.
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> "It is the feeling of the Nebraska Group that the presence of an American librarian at Ataturk University for a period of thime is essential if the type of library desired is to emerge. We are convinced, however, that such a librarian should not be brought to Turkey until an acceptable Turkish counterpart is in sight and until the position of the library within the framework of the University has been determined.
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> "On the organizational front, two alternatives have been rather intensely explored during recent weeks. One approach would provide for the establishment of a university-wide Library Institute, whose head would be responsible directly to the rector of the University. The other plan would create a Library Department within the Faculty of Agriculture or the Faculty of Letters and Sciences, comparable to other academic departments of the University. In either case the head of the Library Institute of the Library Department would serve also as the Librarian under the General Secretary as required by law. Under this dual-role arrangement, it would presumably be possible to attract a professionally trained Turkish librarian who because of his academic status as head of the Institute or Department would be in position to influence the formation of library policy. It is, at best, a complicated problem."[4]

I arrived at Erzurum in May of 1959. I discovered the problem had been temporarily solved by appointing Docent Adnan Erzi the Librarian at Ataturk University. He was also a member of the History Department, thus achieving faculty status. Actually this worked out fairly well as Erzi had had library science courses in the United States.

The first big job was selling the rector on an open shelf library. This was a radical change from the traditional Turkish university library. And with good reason. The librarian, (a better term would be care-taker) of the various departmental libraries was personally responsible for the books under his care. If any books disappeared, his salary could be docked. The whole concept of an open shelf library with the idea of encouraging the student to pursue individual educational reading interests was new in Turkey. The traditional method of teaching the student in Turkey was to have the instructor personally hand to the student the material he wanted him to read.

It was my good fortune that Dr. Ozbek was rector at this time. He was a brilliant individual with very progressive ideas. He accepted my philosophy of an open shelf reading room and gave the library prime space on the top floor for a large reading room. He had the room relighted so the library could keep open late evening hours.

A library building was high on the priority list for Ataturk University. After the completion of the Chemistry and the Social Science buildings, a Plant and Soil Science building was to be constructed and the library was to be built next. I emphasized to Dr. Ozbek that a written program on the library building needed to be prepared as soon as possible with complete details of space requirements, general design of the building, and library equipment and furniture needs. I discussed with Dr. Ozbek the desirability of having a modular type building in which all library units would be functional with easy access to the book collection through open stacks. Fortunately, Dr. Ozbek was in Lincoln the following year so Mr. Lundy and I were able to give him a tour of the recently completed University of Omaha Library, thus illustrating exactly what we meant by a functional and flexible building. Dr. Ozbek assured us that he would consult the architects as soon as he returned to Turkey. But unfortunately for the new library and Ataturk University, before he could do this, the political winds changed in Turkey, and Sabahattin Ozbek was replaced as Rector.

As I prepared to leave Turkey, after three month's tour of duty, I tried to evaluate what I had been able to accomplish. The type of library I was trying to set up was as completely different from the typical Turkish university library as the land-grant educational system was from the classical European university tradition. Professional librarianship in Turkey was practically non-existent. There were a few librarians that had training in the United States but very few. It is true that the Ford Foundation Institute in Ankara, established in 1954, was attempting to provide needed professional librarians. But the graduates from this Institute were still handicapped by Turkish tradition.

I was able to get prime reading room space for the library and an open shelf collection started. I started a basic acquisition program, established simplified routines for the library operations, and got a good start in organizing the library and cataloging the collection. But I was the first to realize that if the two professional librarians left the institution, (two of the Turkish librarians who had been trained in the U. S.) little was likely to be accomplished in the future. Unfortunately, this fear was realized. The librarian, an ambitious individual, became involved in Turkish politics, helped to instigate the overthrow of Rector Ozbek and was in turn ousted from Ataturk University. It was left to Arthur Vennix, Law Librarian at the University of Nebraska, to pick up the pieces. He arrived in Turkey in July, 1961 two years after I had left. The semiannual report of the Turkish University Program ending September 30, 1961 indicates the library situation at that time.

> "A modern library is an essential part of a modern university in supporting the development and implementation of sound teaching, research and public service programs. For five years we made slow but somewhat consistent progress toward the development of the library at Ataturk University according to our concept of what a university library should be and do. As of September

> 1, the library contained 13,476 volumes catalogued and available for students and faculty. The open shelf library system was initially established with much skepticism on the part of the Turkish staff, but all reports have been completely favorable.
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> "In 1959 Professor Collings spent three months at Ataturk University advising on and helping with the development of the library. Much of what he accomplished was lost because of changes in administration in 1960.
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> "At the request of Ataturk University, we brought Professor Arthur Vennix here for three months in the summer of 1961. He did an admirable piece of work in organizing library procedures and developing the library staff. He did this under great difficulties as little had been done with the library during the preceding year except to allow it to deteriorate. Ataturk University has already requested Professor Vennix's return in the summer of 1962, this time for a two-year assignment. This will be our recommendation, provided that within the next few months a forward-looking administrative policy toward the development of the library is indicated, and provided an adequate staffing pattern has been developed and is in process of implementation. Without these, no useful purpose would be served by returning Professor Vennix to Turkey."[5]

Unfortunately, this was exactly what happened. For the two years that Vennix was in Turkey, the Turkish administration hindered and obstructed his whole program. Of the six staff members Vennix had trained the summer before, only two survived the year until Vennix's return. Shortly after his arrival Vennix worked out a complete staffing plan for the library, calling for ten persons: a library director, five librarians with professional training, two clerk typists, and two general assistants. He never got off the ground floor with this plan. There were a few well qualified librarians Vennix wanted to hire, but couldn't because they were related to a former rector or faculty members currently out of favor with the administration. On the other hand the administration hired wholly incompetent persons with no qualifications for library work.

At the time Vennix came over for a two year assignment we were just completing the new C. Y. Thompson Library on the East Campus of the University of Nebraska. We sent Vennix a set of these plans, together with descriptive literature, pictures, and an inventory of furniture and equipment. With these he hoped to "sell" the Rector and the architects and engineers on building a similar building on the campus of Ataturk University. As it turned out, a week before the bids were to be opened for the new library at Ataturk University, Vennix was asked to look over the already prepared plans for any comment or criticism. His comment: "Discard the plans and design a library, not another university classroom building". But they went ahead with the library plans as designed.

In the Turkish University Program's semiannual report ending September, 1964 there was this statement:

> "Prof. Arthur J. Vennix departed from Turkey on July 31, 1964, upon completion of two years of service at Ataturk University as Library Advisor. Prof. Vennix's tour was marked with frustrations due to the failure of the Ataturk University administration to back his recommendations and implement a satisfactory library operations program. The shortage of qualified staff, inadequate budgets, and complicated procurement procedures, added to the frustrations.

But the library was not alone in this respect. In the same report we read the following:

> "The program at Ataturk University progressively deteriorated from April 1 until mid-August when it hit what was probably an all-time low. For reasons which can only be surmised, the Ataturk University administration in June became openly critical of the American assistance efforts in the development of Ataturk University. Progress came to a complete standstill. No action was taken by the administration on matters of operation and development which needed action. Requests for action and suggestions for development were totally ignored."[7]

Has the situation improved at Ataturk University Library since 1964? I received a two page letter from Duane Loewenstein, present chief of staff at Ataturk, and talked with Donald Hanway who has just returned from a two year assignment at Ataturk. The new library was completed last February. According to Loewenstein it is the most beautiful building on the Ataturk University campus. But they are not calling it the Library. It is the Administration building. The library has been allowed to occupy part of the building. Dr. Hanway observed that obviously no professional librarian was called in to advise on the building. It is just another large, typical Turkish university building with wide hallways, broad staircases and huge classrooms. The library occupies about six of these rooms. Metal shelving has been installed in the basement for the day when they need a stack area. The receiving and cataloging services is on the first floor along with the library director's office. On the second floor the library has three huge rooms. One of these rooms houses the open shelf collection of the approximately 23,000 volumes now in the library. In one corner of this room is a glassed-in area where books on reserve are placed and available to students who remain in this room or who check them out for the evening only. A second large room on the second floor is available to the students for study purposes. The third room on this floor houses the periodicals with the current issues displayed on open shelves. On the third floor of this building one huge room has been turned over for "special" library purposes. The books here have been donated. These books are really not for general use. They are old and of special interest only for specific research purposes. Across the hall from this area is another large room presently unused by the library but available for special university functions. In the future when the need arises this room will be taken over for library purposes.

The staffing situation evidently has not improved either. The director of the library still reports to the General-Secretary of the University. This places him slightly above the custodian. Loewenstein admits "the library is not accorded the prestige on this campus that one receives in the states. The director and library staff have not received adequate training in library affairs. These personnel do not receive the credit due them. I am told faculty members tend to look down on our university service people." Hanway said it was impossible to interest any of the graduates from the Ankara Library Institute because of the low salary and lack of faculty status.

Mr. Vennix and I both recommended that when and if a professionally trained Turkish librarian ever became director of Ataturk University Library, he should be sent to the states on the participant program for a two year assignment - one year of library school and one year of working in a university library system. But participants have to have faculty status. I am afraid it will be years before the librarian ever achieves that at Ataturk University.

Dr. Loewenstein did say they had the use of some Peace Corps workers who worked full time in the library for one semester and assisted them with the cataloging of new books and periodicals. He failed to mention whether the Peace Corps workers had had any library training.

Evidently the open shelf collection has persisted. However, Dr. Hanway mentioned that the open shelf system had worked far better in the temporary quarters that Arthur Vennix had set up in the Social Science basement, than was currently working in the new library building. Here, again, the library staff is hamstrung by red tape. All university equipment, including books, is government property, and the librarian is still financially responsible for any volumes lost. Once a book has entered the library collection, it is duly recorded in an accession book. And it stays there forever. It can never be discarded. It is the same way with gifts. If one accepts a group of books one accepts them all and adds them to the collection - whether they are suitable for the library collection or not.

Has the University of Nebraska been able to establish a land-grant college in Turkey? Not really. President Bayar may have had a dream at one time of a "people's university" but he reckoned without the entrenched classical university system in Turkey. Under the present law of Ataturk University, the Rector does not have control of the organization. He cannot provide for promotion of the productive staff members and give them financial reward on the basis of their contribution to the institution's program. The contribution of an individual in teaching, research, or extension is hardly considered in the present set of "degrees". The Ataturk University administration is not in control of the awarding of these "degrees" for its staff. It has no influence on salary determinations, these being determined by a scale established by the Turkish government in Ankara and based on degree held and tenure. This prevents moving the capable, productive individuals into the leadership positions where they can contribute most to the university program.

Nor has there been any continuity in the program. There have been twelve rectors since Ataturk University was established, an average of less than a year and a half each.

PART II

Now let's turn to Egypt. Someone has suggested that I call this portion of my paper "Up the Nile without a Paddle." According to the AID officials in Cairo, this experience is unique in AID annals (and I suspect they'd just as soon forget it). The only case they had had even remotely resembling it was the one in which a participant, on his way to India, got as far as Rome when it was discovered that his clearance was not complete and he was returned to the U. S. without further ado. But Wayne Collings, short-term library consultant, and Leo Engler, short-term linguistics consultant to Assiut University, managed to get within 240 miles of Assiut before anyone discovered that they were "Personae non gratae".

The project we were assigned to was the Mid-American States University Association (referred to henceforth as MASUA) Program in Engineering Education with the University of Assiut, Egypt, a program dating back to 1962. In April of that year the University of Assiut initiated a request to U. S. AID in Cairo for assistance in the development of their engineering program. In January, 1963, a three-man survey team arrived in Egypt for a five-week inspection tour to inventory conditions at the University of Assiut which would affect the proposed program. As a result of the recommendations made by this survey team, a contract between Kansas State University and the University of Assiut was signed in April 1964.

The initial program as developed was intended to accomplish the following objectives:

1. To provide American faculty for the period of the most critical teaching shortage at the University of Assiut.
2. To provide textbooks and library reference materials for the engineering students.
3. To provide the Egyptian faculty with an opportunity to observe modern American teaching and university research practices in action.
4. To provide a means of exchange in faculty and students, thereby improving academic contacts between American engineering education and its Egyptian counterpart.

It was within the general framework of these objectives that the contract was negotiated, faculty recruited, and the initial team of five engineering professors, with supporting services, established at the University of Assiut.

In the five progress reports issued covering the periods from April 1964 through December 1966 the need for library assistance is duly noted.

> "Libraries are generally departmentalized, and better use could be made of them in this formative stage by consolidation and coordination. This goal has not been approaced due to the feeling that it could not be accepted in the near future."[8]

> "The present departmental libraries are inadequate from the standpoint of space for books, journals and tables and work space for students. When conditions permit a central library will be highly desirable."[9]
>
> "Limited discussions relative to the advisability of requesting a short term librarian consultant have taken place. Organization in some libraries is much better than in others and overall consolidation does not yet appear feasible. Staffing in the departmental libraries is inadequate and they are closed many hours of the week when students would use the facilities with greatest benefit. Too, the attendants in some cases are completely unable to assist students in obtaining materials."[10]
>
> "More efficient cataloging will probably not come until the project provides additional help or more qualified help in this area. A short term consultant has been requested to study and make proposals for progress."[11]

These five progress reports also indicated a need for a linguistics specialist.

> "The language barrier was too much to overcome with first year students. After approximately two weeks of lecturing to about 160 first-year students, it became obvious that only a small fraction of the students understood the English language well enough to comprehend the course subject matter. Amplification and explanation in exercise periods by an Egyptian professor and demonstrators was not satisfactory, because essentially all the exercise periods were used to repeat lecture material leaving little or no time for problem solution."[12]
>
> "Language problems continue to stand in the way of better student class participation and efficient lecture delivery, without lengthy clarifying statements. The solution is not apparent. It seems impossible to require the American professors to become proficient in Arabic, and only a forced use of English by the Egyptian staff in the student's early years can improve the overall level of the student's command of English."[13]
>
> "Several staff members have commented emphatically on the slow rate of progress in coursework because of the inability of students to read or communicate adequately in English. Mr. William F. Thompson, Cultural Affairs Office, USIS, and his wife, took up residence in Assiut in June 1966 and began to arrange for classroom space and to organize a program of English instruction. This was outside the University of Assiut and independent of the MASUA program, but accessible to students. Enrollment of this program took place in early October and approximately 100 students and residents of the city enrolled in the course. Several wives of MASUA staff members expressed a willingness to assist with the program and were briefed relative to the instructional methods."[14]

However, the day that classes were to begin in October 1966,order came directly from President Nasser's offices suggesting that such a program be "postponed until a more auspicious time." This action was taken by the Egyptian government, it is conjectured, because they feared it was a USIS attempt to inject a cultural effort into what was supposed to be a purely technological program. At any rate, Mr. and Mrs. Thompson had no choice but to return to Cairo and further English teaching was dropped. However, this did not mean that the problem of teaching and communicating had been solved.

By early 1967 through conversations between Dean Sadek of the University of Assiut and Dr. Preston McNall, head of the MASUA program at Kansas State University, the decision was made to send short-term consultants to the University of Assiut, one in linguistics and one in library science. Dr. Leo Engler, Professor of Linguistics at Kansas State University, and I were asked to go. Our assignments were officially cleared through AID and the University of Assiut.

Dr. Engler and I arrived in Cairo on March 14 of this year. Mr. Harold Cloud of the MASUA Assiut staff met us, whisked us through customs, and briefed us on such practical matters as currency denominations, places to eat, the locations of the American Embassy and the AID offices, and deposited us at our hotel where reservations had been made for us. He then joined us for dinner at the Hilton Hotel that evening. I mention these things because of the importance of such a reception in relieving the tired and anxious new-comer at the very time when he is least capable of coping with these formalities and is highly vulnerable to culture shock that could adversely affect his entire mission.

However, we ran into problems almost immediately. The next morning we reported to the MASUA training office and were introduced to the staff members. We were informed by Professor Brainard, the head of the project, that we were not cleared to the Assiut campus yet. Apparently AID and MASUA were quite justified in bringing us to Egypt at this particular time as all the usual clearances had been obtained, and Dean Hathout of the Assiut Engineering faculty had assured Professor Cloud that our clearance to the campus would be automatic and ratified at the faculty meeting of March 13. At the meeting, however, held while we were en route to Cairo, our clearance was voted down. Since no Americans were present at the meeting, no one was able to pinpoint precisely just what the problem was.

However, feeling sure that some minor misunderstanding was behind the delay, Dr. Engler and I registered at the American Embassy and met some of the AID officials. Not wishing to waste any more time than necessary, we decided to try to make some professional contacts in Cairo. At this point I began to realize my extreme good fortune at having Leo Engler as my travelling companion. Leo had spent five years in Turkey, had been on an AID program in Colombia, South America and in Poland on a State Department mission. He had world wide contacts with persons in the linguistics program, including Cairo. One of the first persons he introduced me to was Susan Fitzgerald, USIS English teaching officer in Cairo. Miss Fitzgerald probably knew more about English teaching in Egypt than anyone else in the country and was able to give Leo and me excellent help. She introduced me to Dora Dean of the USIS library, and arranged for us to meet many of the people we would need to know. At a dinner for us, we met three undersecretaries from the Ministry of Education and the Ministry of Higher Education, the dean of the teacher training college of Assiut, the director of the English Language Institute at the American University of Cairo, the head of the Ford Foundation in Cairo, several of the Egyptians trained under the Texas-Brown-Cornell Consortium project sponsored jointly by the Ford and Rockefeller Foundations, and Mr. William Harrison, current resident American Linguist Consultant to the Ministry of Education on the Consortium project. Mr. Harrison provided especially valuable help to us during our entire stay in Egypt.

Miss Dora Dean the USIS librarian, was extremely helpful in providing me with background information on libraries in Egypt. Her assistant, Miss Nefissa Gohar, an Egyptian librarian with a great deal of library training and experience in the U.S., took me to many of the libraries in Cairo and acted as my interpreter. I soon discovered that professional librarianship in Egypt was woefully weak. Only librarians of the UAR are allowed to belong to the ineffectual national library organization, and the only library school in the country is a four year undergraduate school at the University of Cairo, in which the courses are primarily of general literary and historical training with little practical value. The USIS library preferred not to use graduates from this library school, and the National Library of Egypt and the National Information and Documentation Center library directors felt the same way.

Dr. James Van Luik, librarian of the American University of Cairo did an amazing job of converting a dormitory into an attractive open-shelf library. He indicated that current teaching methods in the Egyptian universities tend to discourage student use of libraries. Instruction is by lectures which the students copy verbatim, and supplementary references are seldom given. At the American University of Cairo the annual library circulation was less than 15,000 volumes, though there were over 2,000 students. Dr. Van Luik also instructed us in the art of bargaining in the Egyptian bazaars, and proved to be an unerring guide to good restaurants.

By far the best collection of scientific journals in North and Central Africa is located in Cairo at the National Information and Documentation Centre. Miss Gohar escorted me to this center one morning to meet the director, Dr. Ahmad Kabesh. Aided by UNESCO funds, this center is capable of providing Egypt with high quality library and documentation services in the sciences. The library has a complete file of Chemical Abstracts, Biological Abstracts and other major abstracting journals in science and applied science. Eighty per cent of the library holdings are periodicals. The primary emphasis is on pure science but many of the applied science areas are represented. But Dr. Kabesh has his problems. A large number of the foreign subscriptions to periodicals were coming due this spring, and with the very tight currency situation that exists in Egypt, it was impossible to pay for these subscriptions. Good as this library is, however, many of the research and university libraries in the country are not aware of its existence and do not utilize it to its fullest advantage.

By Thursday March 16th, consensus in the AID Training Office was that our clearance would not be ready before the following week because of the Kurban Bayram (Sacrifice Holiday, one of the major feast days of Islam) and that, even if it were, there would be little point in our going to Assiut until after the Bayram since everything would be closed and all the students and faculty gone for the holidays. Accordingly, we elected to follow the suggestion of Prof. Brainard and take this opportunity to visit the Aswan High Dam and Abu-Simbel. It was hoped that by the time we returned our clearance would be ready. We bought train tickets and took the night train to Aswan. A friend of Mr. Engler's, Richard Roberts, met us. He had just installed a language laboratory at Aswan for the Regional Development Project of Ford Foundation. He took us through his language laboratory and the next day spent several hours taking us through the Aswan High Dam construction and to the Kalabsha temple. On Sunday we took the hydrofoil boat ride up the Nile to Abu-Simbel and visited the reconstructed temples. The following day we started back by train from Aswan, stopping en route at Luxor to spend the Bayram there touring Karnak and the Valleys of the Kings and Queens and other West Bank sites. While in Luxor, we had opportunity to visit Chicago House (of the University of Chicago Oriental Institute Cairo Headquarters) and converse at length with Professor Nims, the Director. With his many years of experience in this capacity, Dr. Nims was able to give us a good deal of valuable information relative to libraries, publications, use of English and educational facilities and procedures in Egypt.

On Thursday, March 23rd, we arrived back in Cairo, took a room at the el Nile Hotel and reported to the AID Training Office. Here we were handed a memo from Prof. Brainard to Dr. McNall, Campus Coordinator at Kansas State University requesting cancellation of the short-term assignments to the University of Assiut for Dr. Engler and Professor Collings. In this memo Professor Brainard listed a number of factors that may have been involved in the action taken by the Egyptian Engineering Faculty in voting not to permit us on the campus. He believed the primary cause to be associated with the sending of a consultant in English instruction. Dr. Brainard states in his memo:

> "You will recall, through correspondence and statements in the semi-annual reports the problems associated with the effort by USIS to set up course work in English in Assiut, independent of the University. The groundwork was laid in the spring and summer of 1966 and Mr. Thompson of USIS lived in one of the MASUA apartments during the summer while arranging for a meeting place for the classes. As the enrollment of more than 100 in early October included more than 50 university students the project looked promising. The project had to be abandoned at the end of the year. As similar projects have been in operation in other parts of the UAR, no satisfactory answer has been given for the failure in Assiut other than the reluctance to stress English as a second language. This can be inferred from a statement made after the Egyptian faculty action of March 13th regarding the consultants, to the effect that a previous attempt to strengthen instruction in English had been turned down."[15]

Another possible reason for our rejection was a new AID forward-funding policy. Just before our coming AID officials had sent a letter to the Ministry of Foreign Affairs with a copy going to Dean Hathout, University of Assiut, explaining a change in "forward-funding policies", which would reduce the 1967 obligation to the University of Assiut from $207,000 to $174,000. Some of the faculty had assumed the equipment budget was thus being reduced and also wrongly assumed that by eliminating short-term consultant positions, additional funds might be available for equipment. Even though these misconceptions were corrected through communication by telephone, there was still a positive stand against having Engler and Collings on the campus.

Another possibility might have been a change of deans in the College of Engineering just before we arrived. All of the negotiations and arrangements for the short-term consultants had been agreed upon between the American officials and Dean Sadek. Dean Sadek came to work one Monday morning and discovered he was no longer dean and had been replaced by Dean Hathout. And of course Dean Hathout felt no moral obligations to carry out policies made by the former dean. Evidently it would be well for his political and professional future to act contrary to the former dean's policies and procedures.

At any rate, whatever the reason, Dr. McNall wired back to Prof. Brainard to keep us another week or ten days and see what could be done. Ultimately we got an interview with Mr. Owen Jones, Chief of AID Mission. At this meeting we learned that mission policy had been to handle this case as subtly as possible and that one reason for mission's encouraging us to take the Aswan/Luxor interlude was to allow time for AID officials to contact the Ministry of Foreign Affairs and the Ministry of Higher Education. Both contacts had been made but a waiting period of several days for reaction was still in effect. Mr. Jones seemed delighted to learn how much we had been getting around on our own through the effective help of Engler's friends. He asked if we could accomplish any more by staying in Cairo. We told him not as far as the mission for which we came was concerned, but that the Ford Foundation would be happy to utilize Engler's time as a linguistics consultant in several projects in Cairo, and Miss Dora Dean would be happy to utilize my services in the USIS library. Dr. James Van Luik also said he would be very happy to set up a cataloging workshop and seminar for his library staff at the American University of Cairo if I had a few days to spare. We suggested to Mr. Jones that even though we might never get on the University of Assiut campus, it would be of great help to us to interview the American MASUA personnel before leaving. The problem was - would it be necessary to bring all the American personnel to Cairo for the interviews or could arrangements be made for us to go to Assiut for this purpose? It was finally decided that there should be no objections to our going to Assiut unofficially as guests of the American personnel. Professor Brainard and his wife drove us to Assiut the next day, Friday March 31st. Needless to say the American MASUA personnel were surprised to see us as Prof. Brainard had left the day before for Cairo to see us off for home. But they took it in stride and all of the American families entertained us royally, each family taking their turn having us for meals. For three days we interviewed the men in depth on problems they encountered in the lack of library facilities and in the use of English by the students. Believe me, the task of a library consultant, who must survey, analyze and recommend methods of improving a library system of a foreign university within a very short period of time is not easy even when cooperation is excellent and information is freely available. To survey a library when one is not allowed to see the library involved and has to obtain all one's information second-hand from persons whose interest in libraries ranges from well-informed but non-professional to casual and indifferent is extremely difficult.

The University apartment buildings were located right next to the campus so we did get a glimpse of it. It appeared to be a beautiful, spacious campus. Ironically enough, I was informed in Cairo that the library situation at the University of Assiut was pretty pitiful, not only in the College of Engineering but throughout the entire university. The University of Assiut has no central library, only small departmental and laboratory collections - with one exception - the agricultural library which served all the departments of the College of Agriculture. Whenever the agricultural librarian came to Cairo he

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By Monday night, April 3rd, we had done about all we could under the circumstances. Prof. Brainard contacted Dean Hathout to see if he would meet with us. Dean Hathout agreed to let us come to his office if it was clearly understood to be a social call and not a business call. We elected not to make this call, feeling that under such conditions we could accomplish nothing constructive and might very well embarass Dean Hathout too, or even jeopardize his position.

On Tuesday in the absence of any word from Cairo or any change in our status at Assiut, Prof. Brainard elected to take us back to Cairo in his car. Back in Cairo, AID officials were not available so we spent the next two days following up more contacts. By Thursday, still unable to see any of the AID officials, we came to the conclusion that our presence, whether in the city of Assiut or the city of Cairo, seemed to be a source of embarrassment for all concerned. Since we had accomplished all we could for our mission, under the circumstances, we made reservations to leave for home on Friday April 7th.

Upon returning to the United States I submitted a report representing the library problem at Assiut University, as nearly as could be determined from information obtained from interviewing the American members of the MASUA project staff. I don't think the report would have differed very much had I been able to survey the library. But it would have given me a chance to spend three additional weeks on the campus, and hopefully, to have begun an organizing and training program for the library. Dr. Leo Engler, thanks largely to the fact that many of the professional people now working in Egypt in the linguistics field were old friends of his from previous overseas assignments, was able to contact the appropriate people and agencies. Therefore he was able to get a comprehensive picture of the field of linguistics in Egypt, and of the agencies, people and programs now operating there. By interviewing the American MASUA staff at Assiut, he was able to learn enough about the Assiut situation to ascertain what might be done there to reduce the language problem in that bi-lingual engineering education program. The only thing he was lacking was the direct assessment of the language needs of the Assiut students themselves at progressive stages of the engineering curriculum.

I would like to end this paper on an optimistic note with a word of praise for the U. S. Information Service libraries. The John F. Kennedy open-shelf library in Cairo was filled to capacity every time I visited the library this spring. Many patrons are faculty members from the University of Cairo, faculty who have studied abroad and who are familiar with good library service. A number of professional and business people of Cairo were also heavy users of the library. But there was also a lot of young people in the library, high school age and older. They were not only using the books but asking for help from the staff members. And Dora Dean, her assistant, Nefissa Gohar, and their staff were doing a tremendous public relations job giving assistance and aid to anyone who came to them for questions. Dora Dean, with her extensive experience in the U. S. Information Service libraries in Japan, Pakistan and Thailand as well as in Cairo, had a philosophy and outlook on library service which was a joy to hear.

The same thing was true with the USIS library in Ankara, Turkey. Anne Davis, who was USIS librarian in Ankara, Turkey from 1957 through 1962 and is now regional USIS librarian in Addis Ababa, Ethiopia, was equally effective in helping the library movement in Ankara. As I recall, she was especially active in attempting to get many of the english language books translated into Turkish. Her open-shelf library was equally busy and crowded. I believe these dedicated foreign service career librarians give a continuity to the overseas programs which is felt locally and nationally in these countries as time goes by.

To summarize, I would like to reiterate the statement that the educational philosophies of the American land-grant colleges are in complete opposition to the old, traditional "classic" way of teaching which has prevailed in the Moslem world for generations. It is unrealistic to expect that the American way of teaching and doing library research will be accepted immediately by these countries. The AID programs and the exchange of personnel will help to accelerate this change. But I feel that gradual acceptance of the land-grant concept of a "people's university" will come as the foreign exchange students and faculty members become used to American ways of teaching and to the advantages offered by the American ways of teaching and to the advantages offered by the American university libraries. From experience in our own libraries, we know that these foreign participants are often heavy users of our facilities. As these persons return to their own countries, they are not going to be satisfied with the inadequate, inconvenient libraries in their native institutions of learning. As these participants become the department chairmen, the university administrators, the ministers of education, they will eventually be able to aid in changing the educational concepts and to help in upgrading and improving the libraries in their home institutions.

A university librarian who takes an AID assignment overseas will benefit in many ways, not the least of which is the improved perspective he acquires regarding his own job and his own university. There are many frustrating moments, to be sure. But there is a challenge and a fascination about most foreign assignments which brings its own rewards.

[1] Holloway, Michael F. Patterns of Library Service in the Middle East. *Library Trends*, VIII (October, 1959), 192-208.

[2] Lambert, W. V. *Report of the University of Nebraska Delegation to Turkey on the Development of Ataturk University*. Nov. 1, 1954, p. 18.

[3] The attrition rate of rectors and deans at Ataturk University seems abnormally high.

[4] Gould, Harry G. *Semiannual report of University of Nebraska International Cooperation Administration, Omnibus Contract, Turkish University Program,* Period ending March 31, 1959. p. 19-20.

[5] Webster, Jason S. *Semiannual Report of University of Nebraska - International Cooperation Administration Turkish University Program*, April 1, 1961 to September 30, 1961, p. 42.

[6] Webster, Jason S. *Turkish University Program Semiannual Report*, April 1, 1964-September 30, 1964, p. 9.

[7] Webster, Jason S. *Ibid.*, p. 22-23.

[8] McNall, Preston E. *The MASUA-AID Program in Engineering Education with the University of Assiut, Egypt.* Progress Report no. 2, July 1, 1965, p. 15-16.

[9] McNall, Preston E. *The MASUA-AID Program in Engineering Education with the University of Assiut, Egypt.* Progress Report no. 3, December 31, 1965, p. 23.

[10] McNall, Preston E. *The MASUA-AID Program in Engineering Education with the University of Assiut, Egypt.* Progress Report no. 4, July 1, 1966, p. 28-29.

[11] McNall, Preston E. *The MASUA-AID Program in Engineering Education with the University of Assiut, Egypt.* Progress Report no. 5, December 31, 1966. p. 38-39.

[12] McNall, Preston E. *The MASUA-AID Program in Engineering Education with the University of Assiut, Egypt.* Progress Report no. 1, January 1, 1965. p. 23.

[13] McNall, Preston E. *Op. cit.*, Progress Report no. 2, p. 17.

[14] McNall, Preston E. *Op. cit.*, Progress Report no. 5, p. 31-32.

[15] Brainard, Boyd B. *Memorandum to Dr. Preston E. McNall on Cancellation of Short Term Assignments to the University of Assiut for Dr. Engler and Professor Collings.* March 21, 1967.

PRESSURES ON THE CONSULTANT

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Librarians can be and, indeed, are influenced by forces that are resultant from either their own particular actions or from their possible actions as librarians. Knowing this fact frequently proves to be of doubtful utility because only some of these forces or pressures are known and only some are recognizable, whereas others remain hidden and often are unrecognizable. There, furthermore, does not appear to be any relationship between the intensity of the pressure and whether it is known or hidden, recognizable or not.

Academic librarians in the United States can be influenced by forces or pressures that are identical, or similar, to the ones that their colleagues in the public, school, and special libraries experience. Such a similarity or sameness of forces of influence might be due to the fact that these librarians have a commonality of cultural environments or a similarity of interests. Indeed the concept of an association of librarians is premissed on the commonality of certain interests, experiences, and actions.

Academic librarians, as consultants in other countries, can be influenced not only by forces or pressures that they are familiar with, but also by forces that are not identifiable with any that the librarians, as librarians, encountered or were acquainted with in the past. The unfamiliarity of these forces or pressures may be sufficient to cause the consultant to fail in his role as consultant.

When an American librarian thinks about pressures on librarians, certain paradigmatic examples of influence come to mind. The civil rightists among us might remember the prohibition against the children's book which had told about a white and a colored rabbit. The internationalists might recall the American Legion in Illinois and the question whether the passages about the United States should precede or follow any mention of the United Nations. Depending upon age, some of us will remember fighting the ban on Ulysses or Hecate County or Fannie Hill.

Notice that a librarian who has either been educated or employed in the United States will be apt to equate pressures on librarians with forces which tended either to stop or to hinder the librarian in one of his functions as a librarian, namely, to stop or to hinder him from circulating, unrestrictedly, one or other books that the library had received in some manner. This is not the only concept that a librarian in the United States might have of forces or pressures. Logically such a librarian could have many other concepts or images of pressures. Nonetheless, his democratic zeal for freedom of action causes him to worry more about being forbidden to do something than about anything else. Hence he is not only apt to conceive of pressures upon librarians in terms of prohibition; he is apt to do so specifically in terms of prohibition of circulating certain types of materials.

Note, however, that not all pressures belong to the class that hinders librarians in some act or duty. Besides this prohibitive influence there is at least one other class of pressures upon librarians. We implicitly recognize this second class of pressures in our daily activities. For example, whether we perform or do not perform a particular act or a series of acts may have implicit in this performance or non-performance a reaction to a force or pressure. Consider, if you will, the following group of sentences:

(a) Do you wish to do X?
(b) Would you please do X?
(c) Do X!

In each of these sentences the part 'do X' is actually a command which has implicit in it the power of authority which says that if the act 'X' is not performed, then there will be some unfavorable consequence (s).

Sentence (a), 'Do you wish to do X?', is the weakest form of the three. It is the type of command that connotes a poor or weak authority. Logically the answer to such a question is either a 'yes' or a 'no', but neither answer is the one that is being sought. The questioner really wishes a performance of some act, the doing of X, and not a statement of someone's wishes. Sentence (b), 'Would you please do X?', is not much better than sentence (a) since a 'no' is still possible as an answer. This type of command becomes as ridiculous as sentence (a) when the speaker is grammatically incorrect and asks 'Could you please do X?'. Here the answer may be a 'yes' or 'no' since the person might or might not be able to perform X. The speaker of sentence (b) is one who attempts to combine the command of authority with a respect for the person who is commanded. Although a command is given, it is presented in such a manner that the person who is commanded appears to be given a choice between the performance or non-performance of the command. It is only in sentence (c), 'Do X,' that the full authority of the commander is explicitly expressed.

In each of these sentences the person who is spoken to translates the sentence into a series of propositions which states that if the act is not performed, then there will be consequences which could be unpleasant. Although this translation is implicit in the command, the way the command is formulated adds intensity to it. For example:

(a) Do you wish to catalog twenty titles each day?
(b) Would you please catalog twenty titles each day?
(c) Catalog twenty titles each day!

In each case there exists, with increasing intensity, the command to catalog a certain number of titles each day. These are not prohibitive pressures. These are not the prohibition of some act, unless one considers the command as the prohibition to catalog any other number of titles each day. On the contrary, these sentences designate pressures to perform, not hinder, some act. In point of fact the pressure causes us to translate sentence (c) not as a command to catalog twenty titles each day but, rather, as a command to catalog at least twenty titles each day. It is as if sentence (c) were:

(d) You must catalog at least twenty titles each day!

When we say 'You cannot do X' or 'Do not do X' we are prohibiting. When we say 'Do X' we are promoting. It does not make too much difference whether we say

'It is in the best interest of the university that you do X.'

or

'I personally do not mind what you do, but it would be best
for the library that you do X.'

or

'You cannot do Y any longer. You must do X.'

or

'Do X.'

In each of these sentences the attempt is still the promotion of doing X. The distinguishing mark of each of these sentences is the degree of persuasiveness or subtlety that accompanies the pressure to do X. Whether we say

'According to our past records, the average cataloger can
do twenty original titles each day.'

or

'We believe that all original catalogers can do twenty titles
each day.'

or

'You must do twenty titles each day.'

we are still stating that the catalogers must do at least twenty original titles each day or suffer the consequences, one of which could be the non-renewal of the contract.

By now it should be obvious to all of us that librarians can be motivated to action or prohibited from action by certain forces of influence. It is the peculiar situation, however, that these motivational or prohibitive forces need not be overt pressures. Particularly in the case of prohibitive influence, it may be the fear of a prohibition and not the actual pressure that influences the action of the librarian. Such fear may result from a knowledge of legal restriction or it may be a deduction from past prohibitions. Besides legal restrictions, forces of influence may be individuals or groups of individuals, such as the American Legion, the League of Women Voters, the American Library Association, or the National Education Association to name only a few.

Consider, now, the following examples.

(1) The library has acquired a large number of duplicate materials as well as gifts that are not appropriate for this particular library. After offering this undesirable material to other libraries via exchange or donation, the staff arranges a sale for the clientele of the library so that these books can be sold for minimal prices such as ten or twenty-five cents. After the sale certain faculty members report that they, or others, had thereby bought at small amounts books which could only be purchased on the market for prices 200 times more than those of the sale, or that the faculty or students thus purchased books that the library did not have. From various quarters there is a tremendous cry to the director of libraries that the library staff had disposed of books that should have been kept.

(2) A variation of case (1) is the situation wherein one academic department, say, veterinary medicine, selects certain materials from its departmental library for discard. When this material is being disposed of either through sale, or through donation, or through trash collection, another department, say, history, shouts that this material should be kept because it is valuable for future research.

(3) A client of the library, usually a professor, brings a book to one of the librarians and complains that the book is misclassified.

(4) A client brings a book to a librarian and says that this particular book is too valuable to circulate normally. He suggests further that this book be placed in the 'cage' or in whatever area the library designates its restricted circulation.

(5) Certain clientele complain that the hours of the library are too short. The complaint could denote the daily closing hour or it could denote the weekend or holiday scheduling.

Certainly the five preceding examples are similar to situations that each of us has experienced many times over. It is as if we academic librarians have come to expect these types of complaint as a part, and perhaps a condition, of our being in the academic scene. Each of us has, or can remember vividly, clientele who think of the library in terms of a warehouse for storage of all materials, with a small degree of selectivity. Fortunately we librarians have usually changed -- 'progressed' is the word -- from such a concept. We all have clientele who do not understand that there is never enough money to keep a building open only on a vague possibility that it will be used by a small number of persons. Do we not all have clientele who not only know our business better than we do, but who are ready to tell us how to run a library?

Before we academic librarians believe that these pressures are peculiar to us as academic librarians, we should review the five examples. With the possible exception of example (2), wherein one academic department wishes to save what another department wishes to discard, the other examples could have been selected as cases from any of the other types of librarianship. It is as if there is something inherent in the concept of librarianship that makes the librarian susceptible to many external influences, to persons who are vociferous in attempting to force the librarian to follow certain opinions or decrees.

Furthermore, to those librarians who are tempted to believe that the five examples are only possible in the United States and that, hence, these pressures are only common to librarians in the United States, may I state that variations of each of these examples occurred to me as a librarian who was employed in Perú. One could add also that these examples are similarly common to librarians in other countries and to other librarian-consultants.

In addition to this certain core of influences that are common to all librarians, there are pressures that the American librarian, as consultant abroad, would not have experienced in his career as a librarian in the United States. These pressures may be

(1) forces that are peculiar to particular environments, or they may be (2) forces peculiar to the situation of a foreign consultant being confronted by recalcitrant forces.

When an American librarian becomes a consultant in a foreign country, he becomes exposed to forces or pressures from three distinctive sources: (a) from the consultant himself; (b) from the source of the consultancy; and (c) from the locale of the consultancy. The forces or pressures to which the librarian-consultant is exposed can be classified into at least three categories: (1) political, (2) economic, and (3) bibliotecarial.

In designating the first source of pressure as stemming from the consultant himself, I only mean that in some manner the pressures originate from the individual who is the consultant or from some facet of his familial situation. Some of these forces exist not only in the librarian as consultant, but are also inherent in the librarian as librarian. The two forces most operant in this category are the pressure of career-advancement and the pressure of personal satisfaction.

In almost all of us there is an ambition that operates and motivates us, an ambition so urgent that it compels us to strive for academic and economic advancement. In some of us this comes in overwhelming dosage. We must get ahead. In others this pressure does not come from us personally but comes with and consequent to marriage. In a few of us this motivation is so weak as to be almost non-existent. We in the United States have tacitly noted how basic this motivation is by designating persons as 'unusual' or 'strange' who appear to be ambitionless.

There is a further motivation which normally has been conditioned into us as human beings, namely, the desire to do a good job. Pride in one's actions is the keystone here. We are proud of doing something well. It is as if our importance or our immortality implicitly hinges upon a creation of a good product no matter how small. Most of us are taught the rules of the game at an early age: when we accept a job, we are honorbound to do a good job. Promise-keeping is the important point. When we accept a job, we are promising to do the job to the best of our ability.

Note that I am not saying that there is a logical necessity binding a decision to accept a consultancy with the decision to do a good job. I only say that we are usually trained so that the first decision implies the other. Here, too, the training is so common that we normally designate the offender by epithets such as 'immoral' or 'unethical.' It is interesting to note that the reasons for the acceptance of a consultancy often are not sufficient to explain the desire to do a good job and might prima facie even appear to be antithetical to the doing of a good job. Perhaps, for example, we accepted the consultancy because of a desire to advance either academically or economically, or because we wished to help some persons or countries poorer or less developed than we, or because everyone else was going overseas or had been overseas, or because it was the expected thing to do. No matter what the reason for the acceptance of the foreign consultancy; there still remains the peculiar force that causes us to do a decent job once we begin the consultancy. It is true that we might become poor consultants. Such an event could be the result of being ill-prepared or of being fools or bigots or of being too idealistic. Nonetheless, the fact remains that we still try to do a good job.

The second pressure, which I have designated as stemming from the source of the consultancy, is connected in some manner with the agency or the institution from which the grant or the consultancy originates or is funded. Whereas only the economic and bibliotecarial forces were operant in the first source of pressures, all three types of forces are operant here. If the program is dependent upon either governmental or institutional funds economic pressures can certainly be important factors. The consultant's salary is affected. The size of the program is affected. The continuation or duration of the program is affected. Political pressures are also possible. They could come in the form of pressures by an individual for himself, or by an individual in behalf of a governmental or political body, or by a group of individuals collectively in the behalf of a governmental or political body. If the program is governmentally funded or sponsored, the political pressure can camouflage a concomitant or latent economic pressure. Political pressures which are made by an individual for himself may, if unheeded, foreshadow an economic pressure by the same individual made in behalf of some governmental or political body. Bibliotecarial pressures normally occur at this source only if the program is sponsored by a body of librarians either in part or in whole.

The two aforementioned sources of pressures are not too different from pressures which academic librarians in the United States are able to experience in their positions as librarians. There is a difference of degree, not of kind. We have certain pressures from within our familial situation and we have other types of pressures resultant from our being part of an institution. The great difference so far is the greater stress upon political pressure.

The third source of pressures, stemming from the locale of the consultancy, connotes pressures that are in some manner connected with the geographical location of the consultancy as constrasted against the geographical location from whence the consultant came. All three types of pressures are not only possible. Indeed they are operant in intense degrees. At the geographical locale of the consultancy pressures can come from two sources. They can come, first, from within the institution or agency that is being aided. The forces of influence here can be the persons whom the consultant is helping or with whom he works, the administration, or the institution, or the officials of the agency that is being helped, or the student population of the institution that is being helped, if it is an institution that is being helped. Pressures can come, secondly, from without the institution or agency that is being helped. They come from interested parties who might be politicians or political leaders of the country; politicians or political leaders of the United States; citizens of the country who are not politicians or political leaders, such as librarians or the library association, if there is one; and also from representatives from the United States who are neither politicians nor political leaders.

The personnel who are being helped or with whom the consultant works view the consultants as the catalyst to accomplish actions that they by themselves could not get done or actions that they were afraid to attempt to do. In some cases, perhaps in most cases, the personnel who are being helped are not the individuals who had requested the consultant. Once the consultant arrives, however, these personnel attempt to persuade the consultant to get an increase in their salaries, to dismiss or transfer coworkers, to better the working conditions, to make decisions that would be unpopular, to obtain a grant for them to travel to the United States, or to obtain money, books, or equipment from the United States.

The administration of the institution or the agency where the consultancy occurs also wishes certain actions to be accomplished by the consultant. Besides the official reasons for the consultancy there are always things that the administration expects to accomplish either through the consultant or during the period in which the consultant is at the institution or the agency. There might be a desire to receive a grant from the United States government or from a private foundation in the United States in order to make the institution or agency or some part thereof more like some institution or agency that an official knew in the United States or in some European country. The administration might also wish some undesirable action accomplished in a relatively short period of time. The consultant can be used to perform these actions, and any unfavorable reactions can be hence blamed on him. It is even the case that the official position of the administration regarding the consultancy may differ greatly from the personal opinions of the consultancy by the officials of the administration. It is possible that the de facto administration may not wish the consultant to be there. He may have been contracted by a previous administration, and feelings towards the United States may have changed by the time the consultant arrives on his assignment.

If the consultancy is within a university, the student population of the university is able to exert much greater pressure than its counterpart in the universities of the United States. This situation is particularly true in the countries where co-government occurs in the university. The students can run a university, they can close the university, they are able to make shambles of it. The student population can help a consultant, it can reject a consultant, or it can expel a consultant. The pressure is almost always political. Only in rare instances, such as a student government within a library school, would it relate purely to matters of librarianship.

Whatever the librarian-consultant does is subject to criticism by the students. Being a citizen of the United States, and in some cases being paid by the United States government or by funds that are derived from governmental sources, he is fair game in all seasons for student leaders. In times and in countries where the United States' policy towards communism is questionable and is questioned, the consultant represents the scapegoat. He is the personal representative of a government and of a way of life that is unpopular and despised. He is the one who can be reached, touched, and hurt. The students could rally because of the library's hours, because of a restriction or freedom of circulation of materials, because of a withdrawal, discarding, or purposeful loss of materials that are unpopular for American consumption and antithetical to American policy. The real causes of the student protests nevertheless will be political in source and politically motivated. The end result might be economically unpleasant: such as the withdrawal of the contract for the consultancy or of the source of funds for the program. Not only might the university and the consultant suffer unpleasant consequences, it is conceivable that the academic or educational program of the country might also be hindered.

The pressures that come from without the institution or agency where the consultancy occurs are due to efforts of interested parties to remain in control of the institution or agency affected, or to assume control of the institution or agency, or of some faction thereof. If the consultancy occurs at a university, political pressures can also be applied by students from other universities acting either separately or in unison with the students from the university so affected. These student protests can also be part of the force that either politicians or political parties are placing on the consultant. Politicians might apply economic pressures as well, such as the withholding of funds or the refusal, in the case of legislators, to approve the institutional budget, if the institution is financed, at least partially, by a legislative source. Visiting politicians from the United States are able to exert pressure either on their own or negatively as a result of something they said about the country, or about something within the country, or about the United States' position in the community of nations.

Other interested parties might be non-political leaders either of the country or from the United States. It could be the administrator of another institution or agency who is jealous of what is being accomplished because of the consultancy, or who is afraid of what is being accomplished because of the consultancy, or who is afraid of the consequences of the consultancy, or who does not approve of representatives from the United States. His pressure could be politically motivated but economically affective. A representative of a private foundation, such as the Ford Foundation, might also exert political and economic pressures. It is conceivable that the consultant's presence endangers some plans that the foundation has for this institution or agency, or for this country. A business representative from the United States could have similar fears and influence. Occasionally bibliotecarial influence might result from librarians of the country or from the library association, if there is one. Usually, however, the disturbance or influence from these quarters will be minor because of the small role that librarians, as librarians, play in these countries. Nevertheless, one should not discount librarians altogether because they might be married to influential persons or might be from influential families or cliques. Thus as individuals they could be responsible for the advent of political or economic pressure.

In the preceding comments an attempt was made to note in general the types of influences or pressures that beleaguer a United States librarian on assignment as a foreign consultant. Although it was emphasized that some pressures are similar, no matter where or when they occur, it was also noted that there are certain pressures that the consultant meets that are not similar to pressures that he has encountered in his position as librarian in the United States. Of necessity these comments were short and general. In order to point out how these pressures can operate in an actual consultancy I shall discuss at this point my own consultancy in Perú. Instead of summarizing my problems and analyzing my actions, perhaps it would be of greater relevance here to note how I was affected by the pressures that I encountered. With this in view I shall introduce two letters that I wrote while the events were occurring. These letters will point out the events, the pressures, and my reactions. My remarks upon the persons involved will help reveal not only my feelings toward them, but also their roles in my life at the time.

On the first of November, 1965 my wife and I began an association with the Universidad Nacional Mayor de San Marcos in Lima, Perú that lasted almost eight months. My wife was employed by the university in the central library as my aide. I was consultant on a Fulbright program to aid the university in three programs: (a) to reorganize the central library, (b) to establish a union catalog at the university, and (c) to establish a library school at the university. The degree to which I completed these programs or the degree to which I thought these programs to be successful is not relevant for this paper, although I shall be happy to comment upon any aspect of these programs in the discussion period if anyone so wishes.

The first letter is dated 10 April 1966.

"On the 20th of April the university assembly meets again, this time to attempt to elect the new rector and vice-rector. None of my informants believe that a rector will be selected at this first meeting because it is problematical whether Luis Alberto Sánchez has enough votes at this stage to control the election. It would not be unprecedented if it took more than one meeting for the selection.

"Yet this fact - the selection of a new rector - overhangs my whole activity in Lima like a guillotine.

"Since the present rector, San Martín's, term of office ends on the 12th of May, he is almost a dead issue with little power. He had offered two weeks ago, upon my question, to send a letter to Kansas State University to ask us for aid in establishing a library school at San Marcos. He even told me to write the letter that he would sign and send. But to accomplish the project in this manner appeared to me to be completely wrong. The first question was whether we wished to commit ourselves to a project upon such terms. If the rector only sent the letter upon my prodding and if the letter contained my terms, then there was no commitment upon his behalf as a representative of San Marcos, and hence of San Marcos itself. Even if my fears here would not have been sufficient grounds for avoiding such an action, my second reason was overwhelming. Did we wish to commit ourselves to a request written in the last month of a term of office? What assurance did we have that the next rector would be agreeable to and comply with such a request for aid? Suppose the next rector did not agree with San Martín about the establishment of a library school or about Kansas State University's participation? These were the questions that I put to him, and his answer was that he was convinced that the next rector would be a member of his party. Hence, San Martín thought that the next rector would be friendly to San Martín's arrangements.

"I think, however, that he was overstating the situation. It appears that a coalition between the Apristas and the Peking groups, at least at the student level, has begun to control the university. The more rational Moscovites have been splintered into minority position. This combination would, if my insights are correct, place someone in power who is friendly to Luis Alberto Sánchez.

"One's initial reaction to the news about Sánchez's return to power should be that the library school project is now saved. Hasn't Sánchez been backing the school for years, making it a condition of his proposed law of education now before the legislature?

Yet upon close examination of the situation such a reaction would be unwarranted. Sánchez is now more a political creature than an educator. It has been politically expedient to destroy some of the projects that he originally desired to establish.

"The case of General Studies is illuminating. Backing it in 1962 and 1963, he forced the postponement of the program this year, after it was picked up by a group that he disliked, the group that actually developed the program. The defeat of General Studies was accomplished by various methods, the most forceful being the cutting back and then the withholding of the university budget (which has never reached the university this year). Other methods which helped to delay the program (which, however, could not have killed it) were the destructive meetings and riots by the student groups, the Apristas (Sánchez's party) and the Peking communists. The deans of Humanities, Sciences, and Economic Sciences, all of whom helped Sánchez overthrow San Martín, quite naturally disapproved of the General Studies program because it would replace basic cycles in their curricula. Thus it appeared at times that they were, if not covertly, helping the students in their fight against the General Studies program, at least they were silently approving the wreckage that the students made.

"Then, too, on a scale which is much smaller, but one which is close to me, Sánchez has reversed himself on the problem of the Biblioteca Central. When we first came here, and for months afterward, he was friendly to us, commenting upon the desirability of having librarians in the Biblioteca Central so that the library could be operated efficiently. It was apparent to him and to anyone who knew the situation that the Biblioteca Central was in bad shape. Nevertheless, this last month when I attempted to hire the president of the Asociación Peruana de Bibliotecarios as assistant director of the Biblioteca Central, Sánchez personally told her that he would see that she was put 'on the street' after we left, if she took the position. (This was done in a cruel telephone conversation one night and later amplified in a meeting that the two finally had days later.)

"Sánchez's action here points out two lines of reasoning. It appears that he is willing to protect the present director of the Biblioteca Central, an ineffectual and perhaps incompetent director, because Sánchez was the person who appointed the man and because he has fathered the man's career - he is willing to do this no matter what happens to the library. It is also possible that Sánchez is connecting me with the present university administration because I have taken my problems to them instead of to him. Since I am a foreigner who will be quite foreign in three months, I am expendable in this game of power.

"So be it.

"It is not disturbing to my ego to have this type of reversal. What is disconcerting, however, is that by this move, by this interference, by this blocking of appointments of librarians, Sánchez has assured that the Biblioteca Central will not progress and that, as in the past, all appointments to the Biblioteca Central will be political. The adage that all of the castoffs from a dying administration go to the archives and to the Biblioteca Central is all too true.

"What is more depressing is the prospect that if Sánchez continues far enough concerning my expendability - and why shouldn't he? He has wrecked plans much more important for Perú than are my library school plans - he can postpone the establishment of the library school. I do not look at this problem egotistically. I believe that the plans for the library school are important because for the first time in Perú the issue concerning the relationship between librarianship and university education has reached a climax. Although the time is now ripe for an affiliation of a library school with one of the Peruvian universities, Sánchez has power to postpone the program, if by no other means than withholding the money, because it may suit his political purposes.

"This last sentence points out his tremendous power. As a senator in the national legislature from a party that controls the legislature, he is virtually the exchequer for education. It was he alone who broke General Studies at San Marcos this year by not delivering the budget to the university, instead letting it linger in revising committees for over three months so that when the school year was supposed to begin in April there would be no budget available for new projects. Can you imagine a university operating for three months in this year without the budget being made available? In the library for example nobody knows what can be purchased, nor even how many vacancies now exist. Permission was granted to repaint two rooms at the Biblioteca Central, but at the same time the purchase of an adding machine was rejected.

"Now that General Studies is a dead issue for this year the students have taken other projects for their mischief. The Moscovites have split from the Peking group which was then joined by the Apristas. The Moscow leader accused the Peking leader (who is wanted by the police for guerrilla activity) of misusing one half million Soles ($18,750) of the funds for the student cafeteria. The two groups have held meetings at the university and have fought each other in the patios and on the roofs in fierce battles with stones, bricks, and sticks. The university has closed for a few times for a day or so because of these outbursts.

"Without General Studies as an issue, the students decided to march one Saturday against Viet Nam war-mongering. This was an interesting move because it appeared to be a second step to embarrass the United States in Perú, the first being the Kansas-Ford Foundation support of General Studies. It was interesting to me because this was the first overt move in five months on the topic of the war. One week later occurred the third phase, the denunciation of me in the University Council by the Peking leader. Things are now quiet.

"The charges against me were threefold. Although all of the charges were quite ridiculous in fact, all, except for the third which was absurd, would have been serious if true. The first charge was that I was removing from the library (all?) communist literature. The second was that I was dictatorial to the employees of the Biblioteca Central. The third, which was related to the second, was that I was attempting to bring in members of the Peace Corps to work in the library, presumably to replace the present personnel.

"For a day or two following the Council meeting, we had a few questions about certain policies at the Biblioteca Central, particularly in the serials section, but nothing more. Although I heard that a committee had been formed to investigate these three charges, no one has contacted me.

"The first charge concerns me most as a librarian because if it were true, it would indicate that I had been negating my role as a librarian, particularly as an university librarian. As a librarian I must be absolutely certain that politics does not enter into the library. As a librarian from the United States working in rebellous San Marcos, I must be doubly aware of my position as an impartial observer. My role as librarian not only necessitates a nonpolitical view of library organization but also the collecting of materials without a political bias. What the student did not realize is that because of my academic training and because of my own personal predilections, I may be less susceptible to this type of charge than some of my colleagues. Nevertheless, if the charges had been brought by someone other than this Peking leader, I would not now be so cavalier.

"So the days continue to march with rapidity in some weeks and with extremely imperceptible movement in others. Both of my classes have over fifty persons enrolled. It is gratifying to know that perhaps I may be helping someone after all...."

The second letter is dated 28 May 1966, just two weeks before I was expected back in Manhattan, Kansas.

"The new Rector, Luis Alberto Sánchez, last week spoke to Donna and me and explained that our time at the university should be peaceful because he had told the communist student leader to refrain from demonstrating.

"Two days ago, while working at the Biblioteca Central, I received a telephone call to come to the Rector's office immediately. Without suspecting anything, I left the library to go to the Rectorate which is on the second floor facing the same patio as the library. As I left the library I noticed the crowd of students who had assembled for a meeting to protest against the 20% cut in income for the university. I was not bothered that the students began to shout denunciations at me when I appeared since I had come to expect this type of reaction on days of protest. However, as I turned the corner to ascend the staircase, and before I knew what had happened, I was suddenly surrounded by a group of twenty or thirty students (perhaps even less since I was in no position to count faces), who shouted 'AFUERA LOS INTERVENTORES YANQUIS' (Outside with the Yankee interventionists). All that I remember is that I saw a mass of faces shouting at me.

"They prevented me from returning to the library and stopped me from going up the staircase. So I did what was natural - backed towards the direction that was still open. Let me explain that I did not move entirely of my own volition: I was shoved and pushed. When I reached the adjacent patio, I saw two things: a fountain and an open door to the outside street. At the same time I remembered what a professor at the Universidad Nacional de Ingeniería had told me: that he was worried that I might be thrown into one of the fountains. Hence my thoughts were of preservation not only from the students but also from the fountain, so I quickly skirted the fountain and ran out the door of the university. During this time I was pelted with tomatoes, and pushed, and spat upon. Finally, when I reached the middle of the street, the students retreated back into the university.

"All this lasted, mind you, about two minutes, but these were the most harrowing two minutes that I shall ever spend, probably, as a librarian. I was scared, and I ran, if not to save my life, at least to save myself from physical injury.

"After I reached the street, I went from store to store until I found a telephone so that I could call to the Biblioteca Central and tell Donna what had happened and to have a message forwarded to the Rector to see that Donna could get out of the university safely.

"However two female employees of the library had heard the students shout 'to the fountain' and rushed after the mob to see that I left the university unharmed. When they returned to the library, they reported what had happened, and then all of the women in the Biblioteca Central huddled together in fright behind closed doors because they thought that the students were going to break into the building. After an hour or so, the Rector sent a guard who conducted the women, Donna included (behind a scarf and sunglasses as camouflage), to safety beyond the university walls.

"On the outside, during this time, I had joined the large number of spectators who watched the police hose down the students whenever they appeared at the doors of the university. The students threw one or two molotov cocktails and eventually the police tossed teargas into the patio of the university where all of the trouble was occurring.

"When things were quietening down, I was picked up by the police for questioning and for aid because I did look, as I discovered when I got home, rather disreputable with my spotted suit and because I was probably seen being chased into the street by the students. I was taken to the police station and questioned and requestioned because my pidgin spanish answers might have been difficult to decipher. After awhile I was allowed to telephone the Biblioteca Central at which time I learned that Donna had already left in safety. The police then gave me their telephone number in case I was molested further, and I went home. When I arrived at the house I saw Donna for the first time in approximately two hours of uncertainty.

"The next day, yesterday, I was summoned to the United States embassy to tell what had happened. It was then suggested, rather patriotically (in front of a picture of Johnson), that I should return to San Marcos that day as if nothing had occurred. They called Sánchez for confirmation and he assured that nothing would occur that, or any other day. I therefore went to the university, with thoughts of martyrdom (for the sake of the Fulbright program and United States reputation), and I gave my last lecture in my course in condensed librarianship. I was conducted to class by guards, I had guards in the class, and I was conducted away from the university by guards.

"What an embarrassment.

"Today I have been flooded with rumors. Although I did not go to the university because today is Saturday, I learned at a meeting of the directors of libraries that the original plan might have been to 'sequester' Donna and me. Whether they had actually wished to kidnap me is questionable, but the danger is apparent because such an act is possible. I suspect, however, that I was being subjected to fearful rumors to keep me away from the university. At any rate, I have also learned today that there are now two persons stationed inside the university, as well as two guards in the Biblioteca Central, to give alarm should anything happen to Donna or me.

"Hence the last few days might be eventful.

"As best we can determine, one man in the Biblioteca Central has been giving the students misinformation. I have a handbill that was issued on Thursday, saying that I am now 'prohibiting a large list of acquisitions from foreign publishing houses' and that 'democratic and revolutionary students who really are nationalistic and anti-imperialistic and who fight for their own national culture' have only one road which is to 'EXPEL the Yankee agents who are also preparing the arrival on a large scale of the Peace Corps who have already been thrown out of the University of Engineering for their work of espionage.'

Although this type of circular sounds humorous because of the absurd language and charges, it is taken very seriously.

"Despite the danger from within the library, I have been mistaken for a member of the University of Kansas which is an institution that the communist students hate because of its connection with the General Studies program. Although I have repeatedly said that I am from Kansas State University and not the other unmentionable one, I am afraid that my pleas have been ignored. Hence I also bear the brunt of the charges, because I am here, that, perhaps, George Waggoner from Kansas University might be incurring were he here.

"Be that as it may, I have been called a spy, and I was lured into a trap two days ago by a faked telephone call.

"As if that were not enough, I also learned today that there is a new handbill saying that I went out into the patio to provoke reactions from the students. Thus it was natural that they attacked me...."

APPENDIX

QUESTION:

Where did the students take their training?

ANSWER:

This was the situation. The library school was established in 1943, if I remember the date correctly. The students of the first classes received a certificate for a six-month curriculum. Hence, the older librarians only had training of exactly six months. Later librarians received a two-year course. The library school has changed in recent years to a three-year course. Nevertheless, the library school has been operated at the National Library and has not been connected with a university. People at the University of San Marcos complained that the librarians were not academically trained or inclined, that they were not on the level of university educated people. It was the same type of problem that we have here, but in a lesser degree. It was true that the librarians were not peers of the university graduates, since they did not have a university degree.

In recent years at Medellín, Colombia conferences were held regarding the relationship between librarians and the university, and regarding the establishment of the various categories of degrees and diplomas to be granted to librarians so that standards could be created for all of South America. I had based most of my own plans for the library school upon these conferences.

The large problem between San Marcos and the library school was that there was a personality conflict between the director of the National Library, who became Minister of Education while I was there, and Dr. Sánchez. The disagreement was so intense that, Mrs. Shepard's comments on the Minister of Education to the contrary, there was really absolutely nothing we could do to get them together. An affiliation might have occurred if the two individuals were not involved at all. Logically the library school should have become part of the university not only for the education that the move would provide the students, but also for the solution of budgetary problems. The library school was part of the National Library which was part of the Ministry of Education, and the library school had no budget of its own. It is very remarkable that it turned out good librarians considering the adverse conditions under which the students and staff operated.

QUESTION:

Is there any kind of footnotes to what happened after you left?

ANSWER:

The best that I can determine is that the library school project at San Marcos was dropped. It was really a one-man issue. My own report to the University suggested that they shouldn't establish a library school, but if they wished to establish one, if they wanted to go through with one, then I gave them the outline of how to go about it. As far as I know they have never established one. Mrs. Shepard has spoken to me about the various personnel involved, but I know very little. Basically my life ended in Perú almost six months or so after I came back. This is probably standard for most consultants, I would imagine. There is a period of time when we are still involved with the pressures that occurred while we were there. Afterwards they forget about us, and we try to forget about them. There is one thing which I mentioned to some of the others in passing between meetings. If they use my name as they used Mr. McAnally's name, the consultant who was there in 1948 and again on a building program in 1963; if they use my name as they used his, everything for the next twenty years will be done because of me. I did this. Some of it I hope will be good for them; some of it, unfortunately, will be bad because I made mistakes, obviously, and obviously because of the political situation some of my intentions could not have been fulfilled at all.

QUESTION:

Do you believe, or do you think, that these pressures that were placed upon you had a communist viewpoint?

ANSWER:

Yes, I know this to be a fact. I can say this to you. Then I have to make a qualification to the native U. S. citizen. What I call 'communist' and what a Latin American may call 'communist' is not what persons in the United States normally tell us is communism. We must differentiate the national movements within a country. We had at the University, two groups: The Peking oriented group and the Moscow oriented group. They had certain political views in relation to nationalism and certain political views in relation to education. It was not only the students, but also the professors. For instance, one of Dr. Sánchez's reaction against the General Studies program was that it was developed by a Moscow oriented group. But I know the people, I met them socially, and, to me, tagging them as Moscovites is not derogatory. One was probably one of the best young instructors of philosophy in South America. But their political tag meant alot to a native of Perú. When I call them 'Peking' or 'Moscovites', I'm just tagging them. I hope that each one of us has an idea of what they stand for within Perú, because it may not be the same in Colombia or Ecuador.

INTERNATIONAL DIMENSIONS OF LIBRARIANSHIP INFLUENCING LIBRARIES IN THE UNITED STATES

MARIETTA DANIELS SHEPARD
PAN AMERICAN UNION

In years past libraries in the United States could be effectively stocked with books and periodicals published principally within the United States. Few of their librarians left the boundaries of the United States except as tourists to see the cultural sights of Europe. No longer, however, can the United States consider itself self-sufficient, if it ever could, in the production of knowledge and in the publication of books. World events have influenced the kinds of collections now found in public, school, and university libraries as well as in the specialized libraries of such commercial enterprises as Esso Chemical. The services libraries now must offer are infinitely more varied than in yesteryear.

Librarians today must not only keep abreast of new technological developments and of world events as they are reflected in works published here and abroad, but of international library movements as well. The books themselves are a common market product. They are produced everywhere, they are required by all, and they must be made accessible to all people in accordance with their needs. The library itself has become an international institution. The common market characteristic for books in the Americas in a common language -- Spanish -- is even more pronounced in view of the Spanish heritage of the Southwest and the more than five million Spanish-speaking population of the country.

International Role of the Library Profession

The "library" in the United States is a term applied to many, many types of collections and describes a wide variety of services, from the most simple to the most complex. The international relations of libraries and librarians show the same characteristics. Some activities of an international nature touch a relatively small portion of the library profession and only a few libraries such as the national libraries, though their involvement may be of the most complex and sophisticated nature. These same activities, in turn, may influence the progress and services of many libraries and librarians on a simpler scale. For instance, the Shared Cataloging program of the Library of Congress. Although only a few Library of Congress staff members have served to develop the program together with librarians in other countries, libraries throughout the country will now have access to the cataloging information on hundreds of thousands of works heretofore not available to them.

In many instances international activities of the American library profession have of necessity relied upon the library leaders in their special fields, such as in the development of an international cataloging code. Their decisions influence the organization of collections in all libraries of the United States. Others have participated in the standardization of library and booktrade statistics, in the development of uniform practices in the storage and retrieval of information, and in similar activities to facilitate the free flow of information. Some few have had a major role in the drafting of international agreements on the exchange of publications, on the reduction or elimination of barriers to the importation and exportation of books, and on international copyright. Some are actively employed by international organizations in the library or in programs promoting better library services throughout the world. Librarians have contributed to the determination of the policy of the United States Government in regard to international book and library programs.

An increasing number of American librarians participate in the international conferences and activities of such international professional organizations as the International Federation of Library Associations, the International Federation for Documentation, the Association of International Libraries, the International Association of Agricultural Librarians and Documentalists and its Latin American counterpart. Many have attended specialized international conferences such as the UNESCO-sponsored conference on national planning in Quito in February 1966, in the International Conference on Education for Librarianship in Developing Countries held at the University of Hawaii in May 1966, and in the Round Table on International Cooperation for Library and Information Services in Latin America held in September 1965 by the Pan American Union.

The American Library Association and other national library associations have carried on international programs through committees, technical assistance missions, hospitality to foreign visiting librarians, and member participation in program and exchange activities, both of people and materials.

In order to provide a firm basis for the activities of the new ALA International Relations Office recently established in Washington on a contract with the Agency for International Development, twenty representatives of various kinds of agencies were invited to participate with the IRO staff and the ALA International Relations Committee in a Conference on Overseas Library Programs in Washington, October 9, 1967.

Also worthy of mention is the dual role and responsibility of our national libraries -- the Library of Congress, the National Agricultural Library, and the National Library of Medicine -- as well as such institutions as Smithsonian Institution, on the one hand in taking the lead in providing library services and information to the nation, and on the other in representing the nation in many international library activities and movements.

International Collections of Research Materials

The domestic aspects of library services in this country cannot be viewed completely without taking into consideration their international aspects. Recent provisions of Federal funds for the improvement of library services have taken into account the international needs of the American people for access to knowledge about other peoples, for increased language ability, and for sufficient background information on developing nations to make it possible for the United States to contribute effectively to their progress.

University libraries, and a handful of research libraries including the New York Public Library, have perforce increased their programs for the acquisition of materials from the rest of the world. The Farmington Plan, conceived as a means of assuring the availability of at least one copy of important publications from other countries, has not been able to satisfy the teaching and research needs of a vast number of area study programs created first at a graduate level and now at an undergraduate level in United States universities and colleges. Nor will the provisions of Title II-C of the Higher Education Act of 1965, which enables the Library of Congress to expand its own program for the acquisition and cataloging of foreign materials, but which benefits the other libraries only to the extent to which its cataloging program generates useful cataloging data.

The International Education Act, on the other hand, does authorize the expenditure of Federal funds for "teaching and research materials and resources" for area study programs at the graduate level. It is to be hoped that the Act may be amended to include funds for the purchase of teaching and research materials at the undergraduate level as well, as a second step to "faculty planning for the development and expansion of undergraduate programs in international studies." Certain provisions of the Act could also be interpreted to permit the exchange of librarians and travel by American librarians for the purpose of collection developments.

Although funds have not been appropriated to put into effect the International Education Act, previous provisions of Federal legislation such as the National Defense Education Act and the Higher Education Act have in the last few years greatly stimulated the creation of new area study centers and library support for them. Grants from foundations for international studies have also helped universities collect ever-increasing numbers of publications from other countries for international programs. To maintain the unity of some collections supporting area studies of special interest to the institution, several universities have separate libraries, such as the Latin American Collection of the University of Texas with its specialized staff of Latin Americanists-librarians.

International Responsibilities of Universities

The international commitments of universities in the United States have become a practical as well as an academic matter. This situation reflects not only the need for the new university student to understand world affairs and events, but the actual involvement of the university itself in the struggle of developing areas. For Latin America alone some sixty universities have entered into contracts with the Agency for International Development to assist universities in either their over-all development or in certain aspects such as business administration or education, and others in research and training. Still others have similar contracts awarded them by foundations. Teaching staff and graduate students must be oriented to the needs of new nations and how their knowledge and techniques may be adapted to help others solve their problems.

So imperative has become the need for an increased understanding of the university's role in international affairs that the State University of New York (SUNY) has embarked not only on a program to increase library support to area studies but on a total program of International Studies and World Affairs at Oyster Bay, with an Office of International Librarianship, Learning Resources, and Information Services. The International Studies and World Affairs program of SUNY has as its goal "a graduate of international understanding, and a University of international service."

A Conference on International Responsibilities of College and University Librarians was convened by the SUNY Office of International Librarianship at Oyster Bay, October 2-4, 1967, and was attended by sixty-eight librarians. This was followed on October 5-6 by a meeting on Mexico on Microfilm at which some forty or more librarians and professors gathered to discuss a possible consortium to support the microfilming of Mexican archives. Various consortia of universities large and small have been formed for international studies, even to the extent of the formation of a "consortium of consortia" of eleven regional groups into a National Council for Foreign Area Materials with the New York State Education Department as its administrative nucleus. This agency, in turn, operates the New York Foreign Area Materials Center in New York City, to help meet the needs for teaching materials about foreign countries at the undergraduate level.

School and Public Library Collections of Reading Materials in Spanish

Library needs for international understanding are not limited, however, to university and research libraries but are shared by school and public libraries as well. Small collections of books in other languages for children and young people for the teaching of foreign languages in the primary and secondary schools have had to be developed. The National Defense Education Act has provided Federal funds for the acquisition of these materials but has done little in the way of assisting librarians in the selection of the most appropriate materials or in their acquisition and cataloging.

The presence in the United States alone, apart from Puerto Rico, of more than five million Spanish-speaking children and adults has added another dimension to the problems of school and public libraries. Although this is a domestic problem rather than an international one, the resolution of the problems of supplying the books and periodicals needed to satisfy their reading needs in their own language before they can become literate in English is an international matter. For the two million school children from Spanish-speaking families bills are pending before both houses of Congress for a "Bilingual American Education Act" which would give Federal funds so that bilingual schools could provide instruction in Spanish for the first few years with English as a second language to be taught concurrently. Some of the funds, presumably, would have to be spent on library materials. Selection lists of appropriate books must be drawn up on a regular basis for use in selection and aid must be given to the acquisition and cataloging of them.

The plight of the Spanish-speaking adult in the United States is a serious one. In California the Spanish-speaking population is twice the size of the Negro population. They have an average of two fewer years of schooling than the Negroes, who in turn have two fewer years than does the English-speaking white population. In Texas, the average Spanish-speaking adult has completed only four years of school whereas the average for the entire state of Texas is eight. Therefore, the problem of the adult requires special attention for at his reading level he cannot read and understand most of the adult books published in Spanish and he is psychologically unwilling to read juvenile ones. The amount of materials available for his reading level and interests is extremely limited.

Nonetheless, efforts are being made to overcome the deficiency in library collections and services to meet the reading needs of this level of the population through various Federal programs such as the Office of Economic Opportunity. A grant of $300,000 for a three-year period provided by the Library Services and Construction Act has been given to the Oakland, California, Public Library, to create a Latin American Library. Similar grants to Los Angeles have made possible increased service to the Watts area and to the Spanish-speaking population.

Such programs, nonetheless, require staff with special qualifications in subject, cultural, and language backgrounds, as well as a series of bibliographical aids not presently available. The absence of a large body of children's literature published in Spanish and an almost total lack of reading materials in Spanish published at the level of the average adult complicates the problem. Special catalogs with Spanish subject headings must be developed to make the collections themselves most useful.

Bibliographic Control of Books Published Abroad

School and public libraries attempting to acquire Spanish materials face many of the same problems of university and research libraries -- lack of adequate bibliographic control of and selection aids to the books available from Latin America and Spain (and for that matter of Spanish materials, books, magazines and newspapers published in the United States), and the lack of an organized book industry to facilitate the purchase of desirable materials. The problems of acquiring and cataloging such materials for incorporation into libraries have been the principal theme of the annual Seminars on the Acquisition of Latin American Library Materials, sponsored since 1956 by the Pan American Union. Altogether almost 400 library directors, Latin American bibliographers, and acquisitions librarians, together with others from Latin America, have taken part in one or all of the annual meetings to discuss how these problems can be resolved, recommend solutions to other agencies or institutions, and to carry out certain activities for that purpose. The SALALM meeting in 1969 will be concerned with scientific and technical materials from Latin America, an area which has been coming into sharper focus in recent years. The problems of acquisitions from other areas of the world are doubtless similar to those from Latin America.

In its deliberations, SALALM has found that the principal problem in the acquisitions process has been the bibliographic one -- finding out what is being or has been published in Latin America and determining which are the most important of these works and of materials published in English on Latin America for smaller and developing collections. Programs must be planned for the photoreproduction or reprinting of the most needed book and archival materials not presently available in original form.

Libraries involved in collecting Latin American materials have of necessity had to engage in exchange arrangements with Latin American institutions, for much of what they need to have can be procured only through exchange. It has been estimated that 85% of what is published in Latin America does not get into the commercial bookselling channels. The maintenance of these exchange relationships by correspondence requires some language facility on the part of the librarians responsible for it as well as a thorough knowledge of the institutional and governmental structure of the Latin American countries.

It has been suggested that the scope of the need for bibliographic and factual information on Latin America has reached such proportions that thought should be given to the creation of an automated service on Latin America or an EDUCOM in the field of inter-American relations.

Specialized Preparation of Librarians for International Responsibilities

In far shorter supply than books in Spanish required to meet the reading and research needs of the users of libraries in the United States -- whether school, public, college, university, or special library -- are the librarians with training, background, experience and language facility to respond adequately to the international commitments of libraries. They are needed in sizable numbers for the selection process, for acquisitions works, for cataloging, and for serving the collections and guiding the user to the book or information he wants in all of these various kinds of libraries. Many of them learn, of course, on the job, and expand their reading ability in various languages at least at a minimum level for some of the tasks.

The commitments of universities, however, to assist in the improvement of institutions of higher learning in other countries usually require eventually some sort of library advisory services to the developing institution. This may take the form of a brief survey or it may involve a long-term program such as that of the University of Chile-UCLA contract whereby the Associate Librarian of UCLA has spent a two year period in Santiago aiding in the complete restructuring of the university's 130 odd independent libraries into four or five major central libraries. Staff of the Chilean university library in the meantime were engaged in in-service training at UCLA and elsewhere. In other cases American librarians have assumed with foundation or governmental support the direction of a university library while a director and personnel are being trained in the United States or elsewhere, such as in the case of the Rockefeller Foundation project at the Universidad del Valle in Cali, California, or the AID contract with St. Louis University for the organization of a new library at the Catholic University in Quito. It was to the American Library Association that Ford Foundation turned for advice on the organization of a library system and school for the new University of Brasilia. Various United States librarians have served as advisors on the buildings, organization and collection of this new library system and on the creation of a new library school, through a special committee of the ALA's International Relations Committee.

The growing interrelationship between the nations of the world leads one to conclude that the need for librarians with specialized knowledge and capacity for international activities will increase in the years to come. Library schools, or at least some of them, therefore, must determine how to prepare future librarians more adequately to satisfy this need. The University of Texas initiated, with Ford Foundation funds now exhausted, an imaginative program combining formal library training with Latin American area studies in a two year special program. NDEA funds made possible an Institute on Latin American and Spanish Bibliography and Librarianship at the University of Illinois and on library services to bilingual children at Our Lady of the Lake College in San Antonio. The study of Latin American bibliography and the booktrade has been offered by other institutions. Still more institutions in recent years have offered courses in comparative librarianship and the international aspects of librarianship in general. The library school of the Kansas State Teachers College at Emporia has undertaken to train Cuban refugee lawyers for library service in the United States.

These courses, however, are of little value to the experienced librarian selected and willing to undertake a foreign assignment for the United States Government, an international organization, or a foundation. Far too frequently he has had little or no previous knowledge of the life and culture of the country or of the institution to which he is being sent and is given little or no orientation on elements which could be of help to him before and after he arrives there. The level of education and library development in this country has not prepared him to understand the problems of a developing nation without books in their own language or languages, without technical manuals in their language for the organization of their collections, and without bibliographical tools. All too frequently the resultant effects of his consultantship has fallen short of optimum hopes, for lack of knowledge and language facility. It is to be hoped that in the future such agencies as the new International Library Information center of the Graduate School of Library and Information Sciences of the University of Pittsburgh, the Office of International Librarianship, Learning Resources and Information Services of SUNY, the Pan American Union, the Asia Foundation and the new International Relations Office of the ALA in Washington can be more effectively used for the orientation of such advisers whether they be directors of large libraries or beginning librarians.

A passing mention, at least, must be made of the large number of United States librarians who have been employed in the last twenty years or so in the United States Information Libraries, the Armed Services libraries, and in special library operations of AID and other government agencies. In Latin America alone in the last few years some 200 American librarians have been engaged in organizing and administering or working in libraries, in teaching library science, or in providing advisory services. About forty recent surveys of university libraries in Latin America have been made by American librarians. Well over 1,100 American librarians with foreign experience were recorded in the 1963 Foreign Service Directory of American Librarians.

Foreign Visiting Librarians in United States Libraries

The internationalization of librarianship is strongly felt in the impact of foreign librarians and library school students coming to the United States to observe library practices and attend library school. They come individually, frequently unannounced, for short and long periods of time, and they come in large groups, on their own, sponsored by the United States Government or foundations or on scholarships from international organizations, or by their own institutions. All too seldom has an adequate program been planned for them even when they come under the auspices of the United States Government. Certain libraries which for one reason or another have received international fame and acclaim are usually the only ones on their list of libraries to visit, although these very libraries may be the ones least appropriate for them to observe in depth. The number of foreign librarians coming to these shores on international exchange and study programs and by other means far exceeds the capacity of these libraries to absorb or even to attend to superficially. At the same time there are other libraries comparable in size to those of the visitors which would be more appropriate for observation of services and techniques and for practice work. However, it must be pointed out that individual visitors, observers, and trainees are the full-time responsibility of at least one person during the entire time of their visit to the library. The manpower crisis in libraries in the United States makes of foreign visitors an increasing burden rather than the pleasure and means of mutual benefit which it once was when fewer librarians visited American libraries and the libraries themselves had fewer domestic and international responsibilities.

Causual visits of foreign librarians to large libraries are sometimes taken care of by a person assigned to the task in much the same way that visits by other American librarians are handled. The problem reaches serious proportions when government agencies or private foundations bring library personnel from the developing countries to the United States who lack academic and professional backgrounds and without time or ability to enter and complete a full library science course either in their own country or the United States. Libraries are frequently asked to give them "in-service training" for a period of weeks or months. The fallacies in the reasoning behind this plan of action for the preparation of library personnel, especially from the developing countries, lead to frustration on the part of the library staff and less than effective learning on the part of the foreign visitor.

However, inasmuch as we can expect even larger numbers of foreign visitors as more institutional libraries are created throughout the world, it has been recommended that a plan be devised for governmental subvention to certain libraries of various kinds which possess the characteristics of those of the visiting librarians and which are willing to undertake "in-service training" as demonstration libraries. More systematic planning and scheduling of specific programs for foreign visitors is needed. For some years the joint Committee on Foreign Visiting Librarians of the Council of National Library Associations has sought to obtain the funds to provide orientation and referral services to ease the situation among American libraries.

Foreign Students in United States Library Schools

The influx of foreign students into American library schools has brought with it serious problems above and beyond those of the foreign student in undergraduate general courses. At one point more than half of the student body at one library school was foreign. This situation prejudiced the effective preparation of the American students for their future professional responsibilities. The difficulty of equating undergraduate academic study and the professional courses in the field of librarianship given usually at the undergraduate level in other countries of the world with what is required for entrance into graduate level library schools in this country must be faced as soon as possible and eased somehow.

The underdevelopment of libraries in the developing countries points to the fact that more and more students will be coming to the United States for training, and some reasonable plan must be devised to satisfy their needs. The creation and support of regional library schools in the developing areas has been suggested as one means of local training outside the United States, with only those students being brought to the United States who are ready for advanced or specialized training. But there will always be those coming here despite such a plan, and these are the ones who create the principal problems. The creation of an international institute for the study of library service in this country might be one solution. If the recent discussions of the manpower shortage results in the formation of special courses for library "technicians," this may provide another means of resolving or alleviating the problem.

Planning must be done on the national level to satisfy the world's library needs created by the position of the United States in the world and by its preeminence in the library field. However, much research needs to be done in matters involving library services to the population of the United States and to respond to our international responsibilities. An example of such research would be a study of the curricula of library schools and area study programs to determine which ones are in the best position to provide adequate training for foreign students, as for that matter, for international activities of American librarians. Should there not be greater use made of those institutions with strong international studies programs in certain areas for the training of students from that area?

Internationalization of Library Services

American libraries already reflect the internationalization of library services. They will in the future have an even more important role to play in this trend. The National Library of Medicine, for example, is collaborating with the Pan American Health Organization in the creation of a regional medical library at the University of São Paulo, Brazil. It can be expected that one result of the plans being made by the special group of scientists set up by the meeting of the American Presidents at Punta del Este will be a network of regional libraries in the specific scientific and technological fields of importance to the development of Latin America. It is certain that their relationships with similar specialized libraries in the United States will be immediate and constant.

As American libraries and librarians, therefore, prepare for the expansion of library services to their own people, they must prepare also for closer and more effective relations with other nations of the world and with their peoples and institutions.

Planning Needed to Carry Out the International Responsibilities of United States Libraries

There are a number of areas which stand out clearly in need of attention and planning on the part of librarians, the Federal and State Government, as well as of private agencies, such as the following:

1. Acquisition of Library Materials from Abroad

In addition to the present program of the Library of Congress under the Higher Education Act to acquire many more publications from abroad than heretofore, a plan is needed to assure other teaching and research institutions of the regular receipt of new publications as well as to build up their collections of retrospective materials. Such a plan would include, perhaps, an expansion of PL480 programs.

2. Exchange of Publications

Although the Library of Congress is the institution named by official exchange agreements to receive official publications of foreign governments, other teaching and research institutions need assistance in acquiring government publications. Plans are needed to facilitate their receipt either in original form, or in the case of government serials and especially census and statistical publications, in reprinted or microform.

The services of the Smithsonian Institution should be expanded to take care of the needs of United States libraries in the regular dispatch of exchange materials especially to the ever-increasing number of libraries in other countries of the world.

Support should be given to the United States Book Exchange to expand its international service to libraries in other countries and to increase the flow of materials, especially of periodicals, from other countries through USBE to libraries in the United States. This would require another AID contract with USBE. USBE has the information and facilities and is in a position necessary to carry out many additional exchange programs effectively.

The production by computer of a directory of exchange institutions in Latin America now being compiled should be assured, as well as a regular means of keeping it up-to-date, in order to assist individual libraries in their institutional exchange program.

3. Bibliographical Control of Publishing Abroad

The bibliographical record of publishing in the developing areas of the world is at best faulty. Plans should be made, perhaps on a regional basis, for improved control as much for the purposes of United States libraries and readers' needs as for the needs of the regions themselves. In the case of Latin America an Inter-American Bibliographic Institute has been proposed, with a Pilot Bibliographic Center for the Caribbean to be set up in Puerto Rico for experimental purposes. This should receive financial support so that the bibliographical information generated will be compatible with present planning for improved bibliographical controls in the United States by the use of computers and rapid means of communicating information. Support is needed to maintain some bibliographic services which have been available and to create new ones such as in the field of science. Research is needed on the present state of the bibliography of the developing nations and regions.

4. Library Collections for Undergraduate Area Studies Program

The International Education Act should be amended to make Federal funds available to undergraduate area study programs as well as graduate programs in the development of library collections.

5. Financial Support for Coordination of Acquisitions Programs

Cooperative projects are found to be necessary for acquiring materials from developing countries whose booktrade is also underdeveloped. The activities of the Seminars on the Acquisition of Latin American Library Materials have been carried on without any financial assistance other than the registration fee charged for the preprints of working papers for the annual meetings. Nonetheless, it has been engaged in various activities requiring subvention, such as the directory of exchange institutions mentioned above, and the compilation of a list of works from Latin America required by undergraduate area studies programs. Financial assistance should be given to SALALM and similar cooperative programs to aid libraries in the United States acquire materials from other countries.

6. Selection Lists of University Libraries

Funds are being sought for the compilation of a list of books for Latin American university libraries, some 55,000 to 60,000 titles. Although planned especially to meet the needs of Latin American students, the proposed list would be equally useful to the United States libraries by identifying those works of Latin American and Spanish origin considered by experts to be most important and which, therefore, would be available in research collections in the United States. It would also provide information on which a reprinting program could be based to assure the availability of out-of-print materials from Latin America.

7. Easy-to-Read Books in Spanish for the United States

An effective plan must be put into effect to encourage the writing and publication of far greater numbers of children's books and easy-to-read books for the Spanish-speaking population of the United States as well as that of Latin America. The Books for the People Fund, Inc., suggested a means some five years ago whereby this reading need might be met, but still lacks the financial resources to put the plan into effect.

8. Informational Services on Latin America

It has been suggested that not only for the provision of bibliographical information on Latin America but of data related to Latin America itself a network of services be created or a program similar to EDUCOM. Another suggestion has been for the creation of an Inter-American Book Institute to stimulate and compile bibliographical information, encourage the booktrade, and provide a Latin American collection which with the use of automation would be able to give "instant information" on Latin America.

9. Library Improvement as a Part of Government-Sponsored University Contracts

Government contracts with American universities to help those in other countries should consistently require the inclusion of library improvement as part of the over-all developmental program. American universities and librarians should demand its inclusion in all contracts. The America librarian should be brought into the initial planning, and the library programs in the developing institutions should be drawn up in collaboration between the American librarian and the local librarians. Care should be taken that attention be given to university-wide library service in contracts to aid specific faculties so that collateral materials and services are available to the faculties.

10. Training and Orientation of American Librarians for Technical Assistance Missions

Plans should be made for the regular provision of annual training courses or seminars as well as language training for American librarians who are to be engaged or hope to become engaged in technical assistance missions, and all of those who go at least on United States Government-financed projects should be expected to take one of them. This might be done through the Foreign Service Institute or by other agencies or schools. Library schools with special international interests should offer regular courses on international aspects of librarianship, or on comparative librarianship, to new students. Occasional meetings, seminars or courses dealing with special aspects of international librarianship should be planned and held.

11. Foreign Library School Students

A plan should be drafted for the more effective training in United States library schools for students from abroad. One aspect of the plan would provide for advanced training for librarians and library school teachers. In general, all precautions should be taken to see that foreign students exhaust all national and regional possibilities for study before coming to the United States, and only the mature professionals should be encouraged to come here for advanced study. Only in the absence of national or regional schools and in exceptional cases should students be accepted in United States schools without the qualifications for study at the graduate level. For them, thought should be given to the desirability of the establishment of an International Institute for Librarians, or perhaps Library Technicians, for the lower-level undergraduate training of library personnel who for over-riding reasons must be brought to the United States.

12. Observation and Practice in United States Libraries

As the need for improved library services becomes more apparent in developing countries, we can assume that more ill-prepared library personnel will seek to observe or do practice work in United States libraries. A trainee of this nature is the full-time obligation of someone. Few of the professional tasks, and not many of the sub-professional tasks can be turned over to him. Some better plan must be devised for the regular annual scheduling of training courses, and sufficient publicity given to them to permit advanced planning by all concerned.

Libraries in developing countries have little in common with the highly developed libraries of the United States, especially the large research libraries. Personnel of such developing libraries should not be scheduled for work in large institutions, but rather in libraries comparable to their own in size and problems. It is recommended, therefore, that if the United States Government is to continue assistance to institutional development in other countires, it must also plan to subsidize certain selected smaller libraries in the United States to serve as training centers so that they may employ additional personnel, as they would teachers in a school, to supervise their practice work or to replace those who must do the supervising. The apprenticeship system only works well so long as the apprentice works with the enterprise at least long enough to compensate for the time spent in training him.

13. Center for the Orientation of Foreign Visiting Librarians and Students

Many foreign librarians come to the United States on their own resources or those of their institutions, and are not brought as a part of the program of government, international organizations or foundations. All too frequently their stay here is not as effective as it should be for lack of orientation. Many of those come under specific programs suffer also because of scheduling done by people who are not librarians and familiar with the library picture in the United States. The Committee on Foreign Visiting Librarians of the Council of National Library Associations for years has sought funds for the maintenance of a center, manned by professional librarians with international experience and a wide knowledge of libraries in the United States, to aid both the visitor and the institution he is to visit. If the exchange of persons program of the United States Government and other agencies is to be expanded or even continued, plans must be made to obviate unplanned or poorly planned visits which do not achieve reasonably optimum success, but overburden certain libraries unnecessarily.

14. Research into International Aspects of Librarianship

A series of studies is needed on the role of libraries as part of the developmental needs of other countries, together with a considerable amount of research on what United States librarians and libraries need to help them to carry out their international responsibilities. One such study is that of the curricula of United States library schools and their faculty to evaluate their capacity for absorbing foreign students and satisfying their individual and national needs.

15. Library Development Staff in the Center for Educational Cooperations

Planning for assistance to United States libraries to fulfill their international commitments could perhaps best be carried out by a specialized library development staff in the USOE Center for Educational Cooperation. At the same time it could be hoped that this staff might be able to counsel the Department of State in all international programs of the United States Government in international book and library programs.

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